THE UNIVERSITY OF SANTA CLARA BULLETIN
UNDERGRADUATE COURSES AND DEGREES

THE UNIVERSITY OF

SANTA CLARA

1979–1980

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UNIVERSITY OF SANTA CLARA

University of Santa Clara Bulletin Undergraduate Courses & Degrees 1979-1980

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General Information

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS

One Hundred and Twenty-ninth Year
1979-1980

Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges
Accredited by Engineering Council for Professional Development
Accredited by the American Chemical Society
Accredited by the State Bar of California
Accredited by the American Association of Collegiate Schools of Business (Undergraduate and Graduate Programs)
Accredited by California Commission for Teacher Preparation and Licensing
Approved by the American Bar Association
Approved by the American Medical Association
Member of American Council on Education
Member Council of Graduate Schools in the United States
Member of Association of American Law Schools
Member of Association of Jesuit Colleges and Universities
Member of Conference of Jesuit Law Schools
Member Conference of Western Law Schools
Member of College Entrance Examination Board
Member of Association of American Colleges
Member of Association of Independent California Colleges and Universities
Member of Council for Advancement and Support of Education
Institutional Member of the American Mathematical Society
Academic Member of the Mathematical Association of America
Member of the National Association of Schools of Music
Member of the Western Association of Graduate Schools

UNIVERSITY OF SANTA CLARA
UNDERGRADUATE CALENDAR 1979-80

FALL QUARTER

September 18	Tuesday	Registration (freshmen) for Fall Quarter
September 19	Wednesday	Registration (sophomores, juniors, and seniors) for Fall Quarter.
September 20	Thursday	Instruction begins
September 26	Wednesday	Last day for late registration and adding courses
October 18	Thursday	Final date for removing Spring quarter 1979 incompletes
October 26	Friday	Deficiency grades announced
November 21	Wednesday	Last day to withdraw from courses
November 22-23	Thursday-Friday	Thanksgiving, Academic and Administrative holidays
November 27	Tuesday	Registration (seniors) for Winter Quarter
November 28	Wednesday	Registration (juniors, sophomores, and freshmen) for Winter Quarter
December 3-6	Monday-Thursday	Fall quarter examinations
December 10-January 2	Monday-Wednesday	Christmas recess
December 11	Tuesday	Fall quarter grades due
December 24-25	Monday-Tuesday	Christmas, Administrative Holidays
December 31-January 1	Monday-Tuesday	New Year, Administrative Holidays

WINTER QUARTER

January 3	Thursday	Instruction begins
January 9	Wednesday	Last day for late registration and adding courses
January 15	Tuesday	Martin Luther King's birthday, Academic and Administrative holiday
January 31	Thursday	Final date for removing Fall Quarter 1979 incompletes
February 7	Thursday	Deficiency grades announced
February 18	Monday	Presidents' Day, Academic and Administrative holiday
March 7	Friday	Last day to withdraw from undergraduate courses
March 11	Tuesday	Registration (seniors) for Spring Quarter
March 12	Wednesday	Registration (juniors, sophomores, and freshmen) for Spring Quarter
March 17-20	Monday-Thursday	Winter quarter examinations
March 24-28	Monday-Friday	Spring Recess
March 25	Tuesday	Winter quarter grades due

SPRING QUARTER

March 31	Monday	Instruction begins
April 3-8	Thursday-Wednesday	Easter Recess, Academic Holidays
April 4-7	Friday-Monday	Good Friday, Easter Monday, Administrative Holidays Easter Recess, Academic Holidays
April 10	Thursday	Last day for late registration and adding courses
April 18	Friday	Last day to file undergraduate pre-registration forms
April 28	Monday	Final date for removing Winter Quarter 1980 incompletes
May 2	Friday	Deficiency grades announced
May 30	Friday	Last day to withdraw from courses
June 9-12	Monday-Thursday	Spring quarter examinations
June 14	Saturday	129th commencement
June 17	Tuesday	Undergraduate grades due

SUMMER SESSION 1980

June 23	Monday	Instruction begins
July 4	Tuesday	Independence Day, Academic and Administrative Holiday
August 1	Friday	End of Summer Session

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HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present City of Santa Clara by a Spanish Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara, or Santa Clara College as it was known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians. Besides religious instruction, the men were taught stock-raising, farming, and the building trades; the girls, weaving and sewing; the boys, reading, music, and religious drama. From 1777 until Mexican government secularization, February 27, 1837, some nine thousand persons were baptized at the mission.

During the early period, the less solidly built Mission buildings of the first and second sites were destroyed by the flooding waters of the Rio Guadalupe. The third Mission church, of adobe, was completed in 1784 but was seriously damaged by earthquakes in 1812 and 1818. A fourth church, likewise of adobe, was used temporarily from 1819 to 1825. The larger fifth Mission with its quadrangle patio, also of adobe, was completed and dedicated August 12, 1825. The University's Adobe Lodge Faculty Club is all that remains of the west wing of that quadrangle.

The first site of Mission Santa Clara is marked by a California State historical landmark, located near the intersection of Kifer Road and De La Cruz Boulevard. Crosses mark the second site at De La Cruz Boulevard and Martin Street, and the third site at Campbell and Franklin Streets. The fourth Mission Church stood in the area between Kenna and Delia Walsh Administration Building on the University campus today.

During the first three decades of the nineteenth century, the old Mission enjoyed its most fruitful years. In 1827, well over fourteen hundred Indians lived within sound of the Mission's bells. In that year, some 15,000 sheep, 14,500 head of cattle, and abundant crops of wheat, corn, and beans were produced and cared for by the Indians under the Padres' guidance.

A combination of factors terminated the decades of prosperity at Santa Clara and the other California Missions. The Mexican War of Independence brought turmoil from 1810 to 1821 with resultant decrease of Franciscan personnel and donations in aid from benefactors. The new Mexican government took possession of the old Jesuit Pious Fund of the Californias that had been the main source of support for the Mission. Most of the Indians' lands, cattle, and sheep became the object of spoliation by civil administrators.

In 1827 and again in 1829, governmental decrees ordered exile for all Spaniards who refused allegiance to the new regime. Since most of the Mission Padres were from Spain, many chose banishment. Some, however, remained until 1833, when Mexican Franciscan replacements arrived from the missionary college of Zacatecas. Among them was Fray Francisco Garcia Diego y Moreno, who was to become the first bishop of the Californias. Although committed to the welfare of the Indians, the Padres' resistance to governmental encroachment upon the Indians' rights and property had little effect. Finally came full secularization of Mission properties, imposed at

Mission Santa Clara in early 1837. This ended the effectiveness of the Franciscan missionary endeavor in Alta California. Within a few years, the Mission buildings and the Indian lands, cattle, and sheep fell to the possession of the civil officials and their friends.

New People, New Ways

In the early 1840's a new people and a new way of life came to Alta California. Most of the immigrants were Anglo-Americans, attracted by the rich lands of the Santa Clara Valley. In 1848, the Treaty of Guadalupe Hidalgo ceded California to the United States. Statehood was granted in 1850.

It was in this setting that Santa Clara opened its classroom doors in May of 1851. The new Bishop of San Francisco, Joseph Sadoc Alemany, asked Jesuits Michael Accolti and John Nobili, formerly of the Oregon Missions, to open a college at Mission Santa Clara. During its first complete academic year, 1851-52, Father Nobili and a handful of Jesuit and lay teachers offered instruction in a variety of subjects to approximately 40 students. A decision made in 1854 by the Jesuit Province of Turin, Italy, to adopt California as a permanent mission field marked a turning point in Santa Clara's history. As a consequence, the Jesuits of Turin provided the college with the faculty and support that it needed to grow. The following year Santa Clara College received a charter of incorporation from the State of California.* In 1857 the college conferred its first collegiate degree, a bachelor of arts diploma to Thomas I. Bergin. This was the first diploma granted by any institution of higher learning in the State of California. By 1858 new scientific apparatus arrived from Paris and integrated courses in science as well as in the classics and in commercial subjects were offered.

Slow and steady growth followed and distinguished graduates became prominent members of California life. However, it was not until 1912 that the Schools of Law and Engineering were founded. In that same year courses in the Humanities and the Sciences were expanded, too, and the college became the University of Santa Clara. Meeting the demands of urban growth in the Santa Clara Valley, courses in commerce and finance were also amplified in 1926, and the University's School of Business Administration began. In that same year, the old mission church was destroyed by fire. The present structure, an enlarged replica of the original, was completed in 1928.

From the 1930's through World War II, the University's enrollment was relatively stable. With the return of many war veterans, came an enlarged student body, new resources, and an expanded development. In 1947, for the first time in the University's history, enrollment broke the one-thousand mark. From the post-war period to the present, the face of the campus has been changing and expanding. In 1961 the University announced a major change in policy and accepted women as undergraduate students for the first time in its 110-year history. Santa Clara became the first Catholic

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*THE UNIVERSITY'S LEGAL NAME is: *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California*. For the information of individual, corporation, and foundation donors who wish the tax benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501(c)(3)(ii) tax-exempt organization and it is not classified as a private foundation under section 509(a) of the IRS Code.

coeducational institution of higher learning in California. Thanks to the generous support of many friends, twenty-three new buildings have been added to match the growth in enrollments. Still newer facilities--the Louis B. Mayer Theatre, Leavey Activities Center, and Cowell Student Health Center–were completed in the early seventies.

Although the student body has grown rapidly in the past decade, it has been held at a relatively small size: 3,500 undergraduates and 3,500 graduate and law students. Since 1960, the number of courses taught has more than doubled and there has been a proliferation of opportunities for individual study and work/study programs.

In 1964, the University adopted an academic plan and calendar which divides the school year into three eleven-week terms and limits the number of courses a student may take to three or four in each quarter period.

As an independent, tuition and gift supported University, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student.

Today, the University of Santa Clara, the first institution to offer classes in higher learning on the West Coast, continues its Mission heritage of service by assisting its students to equip themselves with the best of humanistic values and knowledge. Academic excellence in a well-balanced human being is the University's goal.

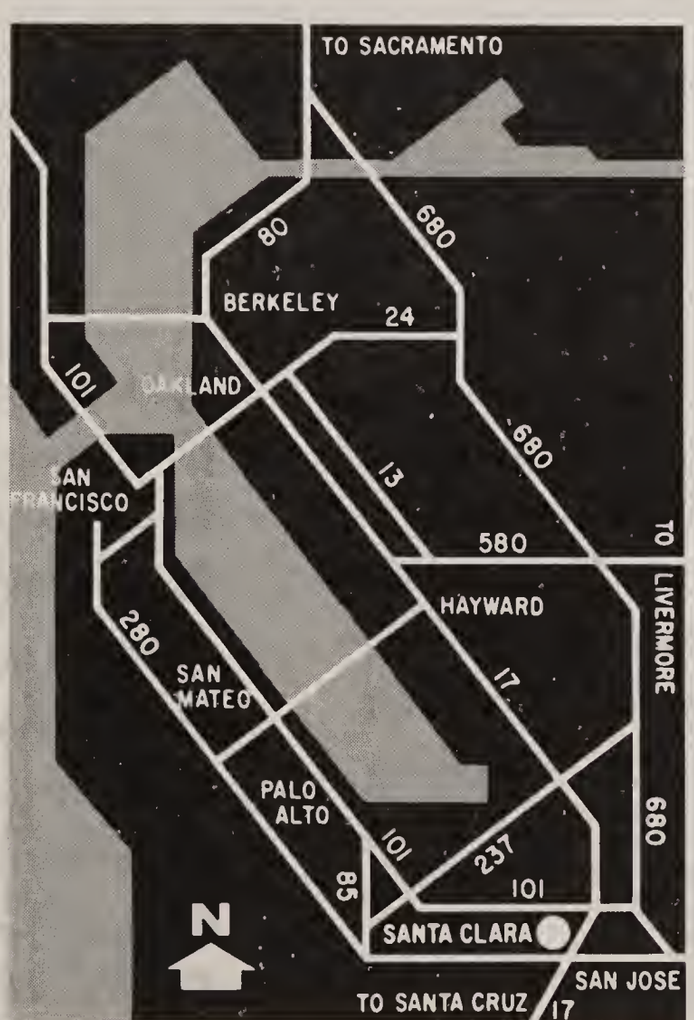
LOCATION

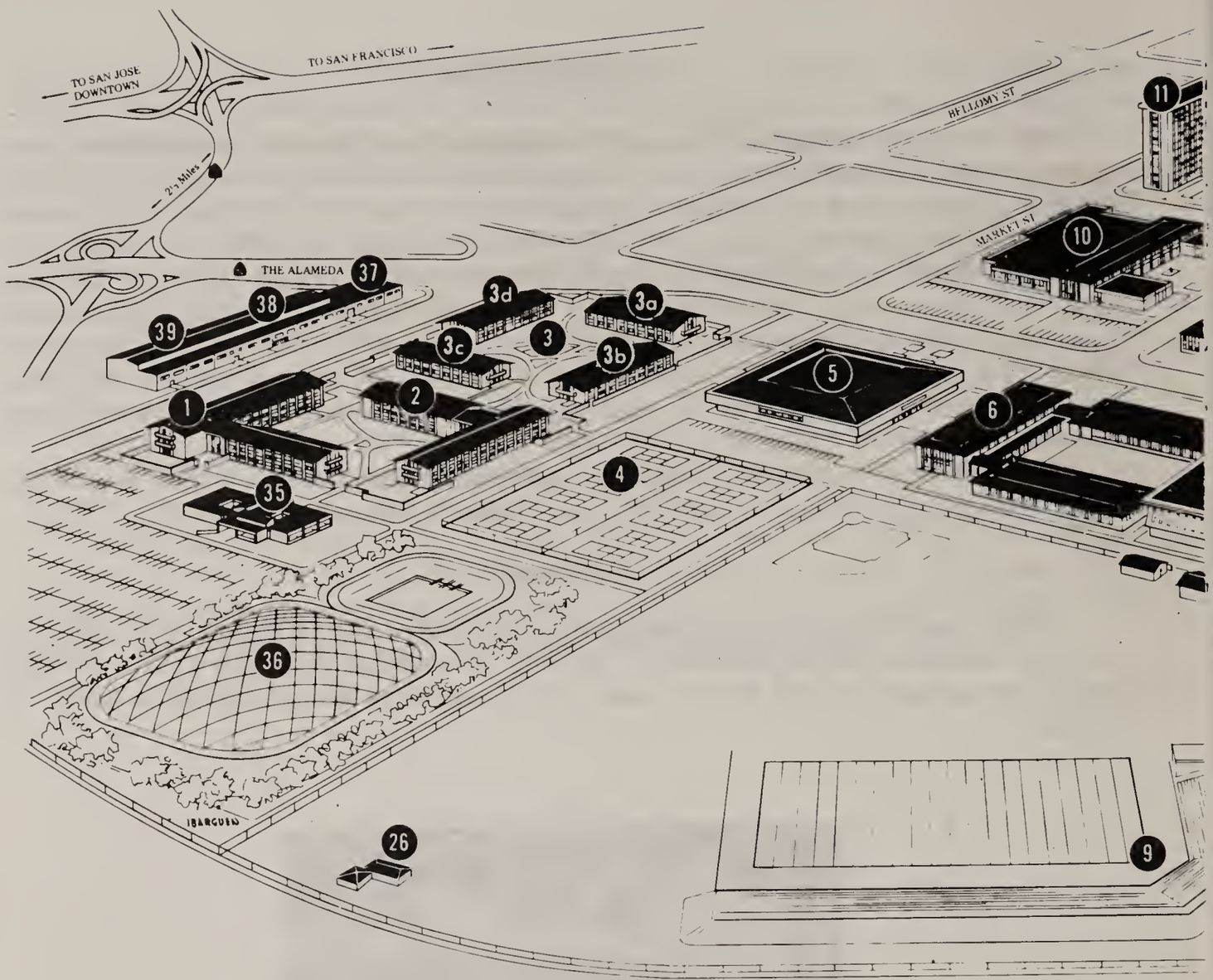
The University of Santa Clara is 46 miles from San Francisco near the southern tip of the Bay in an area that is rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry and of professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County are within one hour's travel by bus, train or car. In the opposite direction, about thirty minutes away, are the beaches of Santa Cruz on the Pacific Ocean, and less than two-hours drive from the campus is world-famous Monterey Peninsula and Carmel.

The University is accessible by major airlines via San Jose Municipal Airport just three miles away and via San Francisco and Oakland International Airports.

Climate

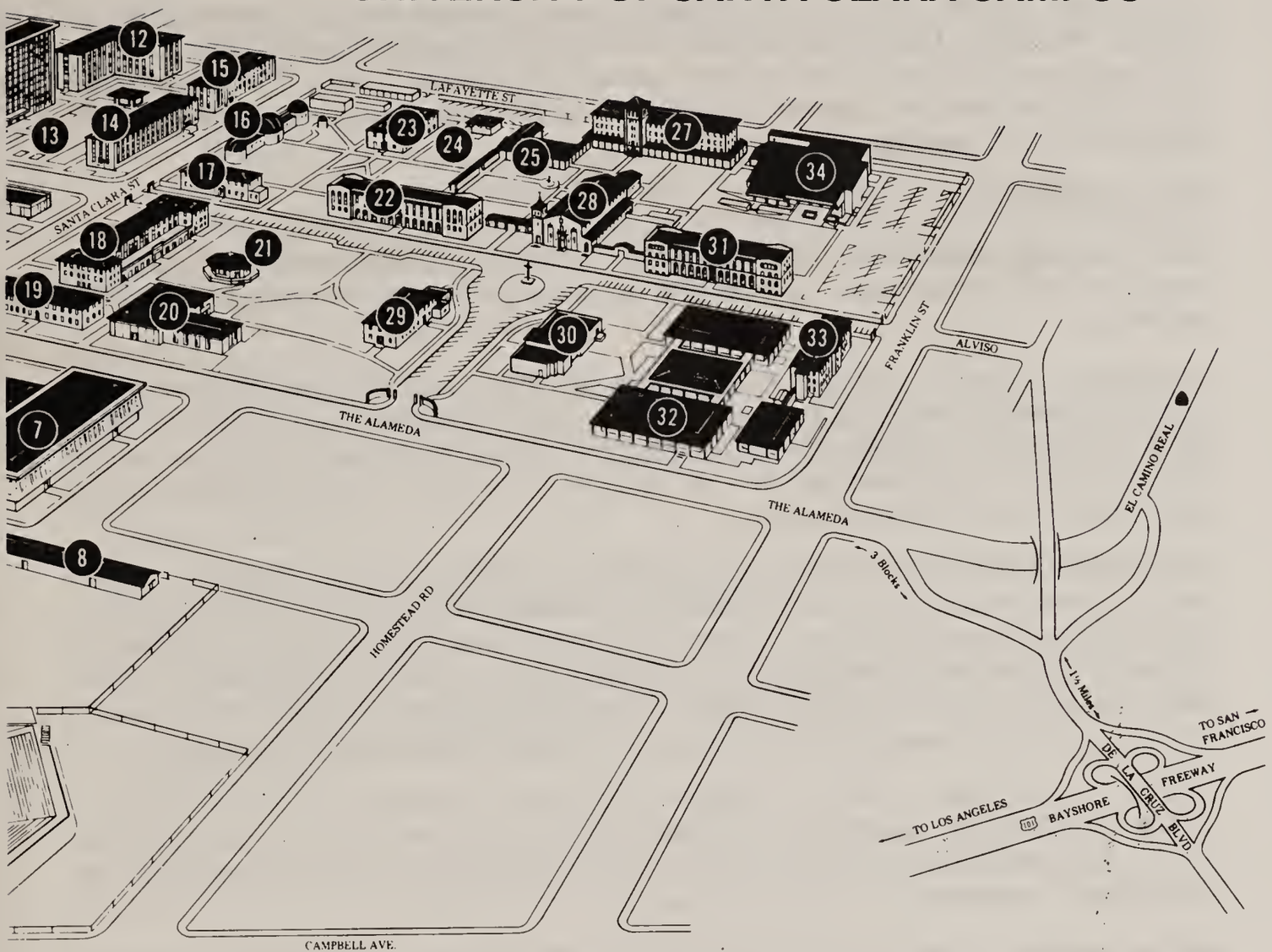
Santa Clara has a moderate Mediterranean climate. Over a period of 67 years the average maximum temperature was 71.4° and the average minimum 41.6° . The sun shines an average of 293 days a year and the average annual rainfall is about 15 inches.





1. Sanfilippo Residence Hall
2. Campisi Residence Hall
3. Graham Residence Center
   - A Strub Hall
   - B Swig Hall
   - C Hancock Hall
   - D O'Neill Hall
4. Campus Tennis Courts
5. Michel Orradre Library
6. Sullivan Engineering Center
7. Bannan Classroom Building
8. Field House
9. Buck Shaw Stadium
10. Benson Memorial Center
11. Benjamin Swig Residence Hall
12. Dunne Residence Hall
13. John Kennedy Mall
14. McLaughlin Residence Hall
15. Walsh Residence Hall
16. Ricard Memorial Observatory
17. Donohoe Alumni House
18. Kenna Hall - School of Business
19. Bergin Hall - School of Law

UNIVERSITY OF SANTA CLARA CAMPUS



20 Heafey Law Library
21 Admissions Center
22 St. Joseph's Hall
23 Varsi Hall
24 Restrooms
25 Adobe Lodge - Faculty Club
26 Univ. Day Care Center
27 Nobili Hall — Jesuit Residence
28 Mission Santa Clara
29 Walsh Administration Building
30 De Saisset Art Gallery & Museum
31 O'Connor Hall
32 Daly Science Center
33 Alumni Science Hall
34 Mayer Theatre
35 Cowell Student Health Center
36 Leavey Activities Center
37 Fine Arts Building
38 Ballet Building
39 Music Building

A STATEMENT OF PURPOSE

Inspired by the love of God through human service and the desire to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, the University of Santa Clara declares its purpose to be the education of the human person in the context of its Catholic and Jesuit tradition.

The University is thus dedicated to:

the continuing development of a community of highly qualified scholars, teachers, students and administrators committed to an uncompromising standard of academic excellence;

providing an education that, in its emphasis on undergraduate education and in its pursuit of selected high quality graduate and professional programs consonant with such an education, stresses the development of moral as well as intellectual values, an education of the whole person, an education constantly seeking to answer not only "what is" but "what should be";

the continuing development of an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious commitment, yet a community that is enriched by men and women of diverse religious and philosophical as well as social and racial backgrounds, a community opposed to narrow indoctrination or proselytizing of any kind, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;

offering an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to develop fully as persons, but also to demonstrate the unity of all forms of knowledge and to enable students to assume roles of leadership in the modern world;

encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods—courses and methods that stimulate not only the acquisition of knowledge but also the creative use of knowledge;

the continuing development of an academic community in which students, teachers and administrators dedicated to academic freedom and united in the search for truth are actively involved in formulating and implementing the University's policies.

Board of Trustees
University of Santa Clara
January 22, 1975

DIVISIONS OF THE UNIVERSITY AND CURRICULA

Santa Clara offers varied undergraduate and graduate curricula. Within each school and college are the programs of:

College of Humanities

Classics, Education, English, Fine Arts, French, German, History, Italian, Music, Philosophy, Religious Studies, Spanish, Teacher Education, Theatre Arts, General Humanities, Counseling Psychology, Pastoral Counseling, Marriage, Family, and Child Counseling, Interdisciplinary Education, and Teaching Mathematics.

Honors in many of the preceding areas.

College of Sciences

Biology, Chemistry, Computer Science, Economics, Engineering Physics, Mathematics, Physics, Political Science, Psychology, Sociology and Anthropology, Combined Sciences, and Ethnic Studies. Honors in several of these major fields.

School of Business

Accounting, Economics, Finance, Marketing, Management, Quantitative Methods, Agribusiness and Applied Economics.

School of Engineering

Applied Mathematics, Civil Engineering, Computer Science, Electrical Engineering, Engineering, Engineering Management, Engineering Mechanics, and Mechanical Engineering.

School of Law

MICHEL ORRADRE LIBRARY

In August, 1964, the holdings of the Varsi Library were transferred to the new and spacious Michel Orradre Library, named in honor of one of the principal donors, the Orradre family.

The building now holds about 500,000 volumes and is designed to contain 800,000 volumes when further installations are made in the partially completed lower level.

The Library maintains an open shelf plan with special service areas grouped around the building's central core. The Library is an official depository for both California State and United States Governmental Documents.

The Library is open seven days a week for a total of 104 hours per week for the convenience and assistance of faculty, graduate and undergraduate students.

September, 1966, the holdings of the Michel Orradre Library in Biology, Chemistry and Physics were transferred to the new branch Science Library in the Edward Daly Science Center. Named after Mr. Frank Gentles, this collection serves the science departments in the immediate area for study and research.

CENTER FOR CONTINUING EDUCATION

The Center for Continuing Education embraces those areas of academic endeavor not a part of the various Schools and Colleges of the University. This includes the six-week Summer Session and Continuing Professional Education programs.

SUMMER SESSION

The University sponsors a six-week session each summer that offers both day and evening courses for college credit. Course work is available on both the undergraduate and graduate level in both the normal six-week period and short-term workshops. No transcript is required for admission, but all students applying for the summer session must be, and remain in, good academic standing. Students previously disqualified from the University of Santa Clara are not eligible to earn credits in the University's summer session. Courses are scheduled in art, business (undergraduate), economics, education, English, history, language, mathematics, music, philosophy, political science, psychology, sociology, and religious studies. Graduate courses applicable to a master's degree are offered in education, English, history, languages, and mathematics.

Advanced placement for high school students permits high achievers who have finished the eleventh grade to enroll for university credit in freshman level courses and in intermediate languages. Recent graduates of high school are also eligible to enroll.

Board and room are available for men and women at reasonable rates in the University's attractive dormitories.

Evening courses in the Graduate School of Business, and in the School of Law, as well as early-morning graduate courses in the School of Engineering, are separately administered. Information concerning these is obtainable from the individual schools.

CONTINUING PROFESSIONAL EDUCATION

The University makes its facilities for continuing education available to the general community and to business and industrial concerns. Evening classes are offered in the arts and humanities; certificate programs are presented in engineering and religious studies.

In addition to the evening program, the Center sponsors numerous workshops and seminars in writing, engineering, and business topics. The Institute for Professional Growth is operated by the Center for the production of seminars and lecture series in a large variety of subjects for educators. The Institute for Continuing Engineering Studies produces workshops for practicing engineers.

Certain paraprofessional programs are now offered as certificate programs. At the present time the Paralegal Institute offers a 1-year certificate program for those interested in the law profession as a vocation.

Permanent records of the courses are kept in the Center's office and certificates are presented upon the completion of a set of courses in a given discipline.

Credit obtainable for these programs is for professional growth and not accepted at the University for degree credit.

AUDIO-VISUAL

The Audio-Visual department provides equipment and services to faculty and students for classroom use and to campus organizations for extracurricular events. Available equipment includes projectors, record players, tape recorders, and public address systems. Some of the services are audio tape and photographic duplication, sound recording, and supplying personnel for operation of audio-visual presentations.

TELEVISION FACILITY

The University television facility is located on the second floor of St. Joseph's Hall. The facility serves the university in two ways: first, it is a "service" facility serving the faculty and students with videotape recording and playback equipment; secondly, the facility uses its studio and control-room for classes in color television production.

KSCU-FM RADIO

KSCU-FM, located in St. Joseph's Hall, is managed and operated solely by Santa Clara students. It is designed to train students in broadcasting skills and to provide the University community with music, news, sports, and various kinds of public service information.

STUDY ABROAD

Because of many cultural and academic advantages, the University of Santa Clara provides opportunities for study in Europe and Asia. Through its affilitation with the Institute of European Studies, junior students may study at Durham, London, Nantes, Madrid, Paris, Vienna, or Freiburg in Breisgau. In addition, the University is affiliated with the Rome program of Loyola University of Chicago and Gonzaga University's program in Florence. Santa Clara also has a Japanese studies program with Sophia University in Tokyo and a Chinese language program with Fu Jen University Language Institute in Hsinchu, Taiwan. Santa Clara credit is given for work done at these centers. The approval of the Director of Studies Abroad is required for admission to any of these programs.

WHERE TO WRITE

There is a central mail room on the campus to which all mail addressed to the University of Santa Clara, Santa Clara, California 95053, is delivered. It will expedite delivery on the campus to specify the following as indicated.

Correspondence relating to the general interest of the University:
Very Reverend Father President

Communications regarding curriculum, scholastic problems, degree problems:
The Dean of the particular school or the Academic Vice President

Admission Blanks and Entrance Requirements:
Director of Admissions

Alumni Affairs:
Executive Director, University of Santa Clara Alumni Council

Athletic Program:
Director of Athletics

Diplomas and Graduation:
Registrar

Extension and Summer Sessions:
Director of Continuing Education

Foreign Students:
Director of Admissions

Gifts, Grants and Bequests:*
Vice President for University Relations

Graduate Study:
The Dean of the particular school or college

Honors Program:
Director, Honors Program

Jesuit Community:
Very Reverend Father Rector

Personal Welfare and Health of Students:
Vice President for Student Services

Placement:
Placement Office

Publicity:
News Director

Readmissions:
Registrar

Residence Accommodations and Student Housing:
Director, Housing Services

Scholarships:
Office of Financial Aids

Student Loans:
Office of Financial Aids

Teacher Certification and Placement:
Director of Teacher Education

Transcripts, Student Records:
Registrar

Tuition, Payment of Bills, Refunds:
Controller

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*THE UNIVERSITY'S LEGAL NAME is: *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California.* For the information of individual, corporation and foundation donors who wish the tax-benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501(c)(3)(ii) tax-exempt organization and it is not classified as a private foundation under Section 509(a) of the IRS code.

Student Life

Membership in groups and participation in extracurricular life are encouraged as such activity can be a valuable adjunct to the education of the Santa Clara man or woman. Although freshmen should limit their activities somewhat, they will readily find clubs whose purposes will correspond to their interests.

The Associated Students plan and administer an extensive social program which ranges from class and group-sponsored picnics to more formal dances in prominent hotels in the San Francisco Bay Area. The University's proximity to San Francisco also allows it to bring the more famous personalities in the intellectual, cultural, and entertainment world to its campus.

Each student will find that the personal touch is very much a part of the Santa Clara tradition. Freshman Orientation is planned with the idea of familiarizing new students with the various phases of campus life. A large representation of upperclassmen will be on hand to meet with new students and to assist with the problems particular to incoming students. Special counseling and orientation plans for upperclass transfer students take place prior to registration. The Fall Homecoming Weekend, scheduled for early autumn, is not only a highlight of the social calendar but also serves an an excellent way for students to become acquainted with each other and with the alumni.

The personal approach does not end with Orientation, nor is it restricted to student relationships. Faculty seminars in dormitory lounges and informal get-togethers provide relaxing media for discussion and enjoyment.

The University believes that an active cultural and social program is an essential part of the educative process. Accordingly, the ASUSC and various organizations, under the supervision of the Vice President for Student Services, execute an extensive and varied activities program.

The University maintains a full program of instructional, intramural and intercollegiate activities for both men and women. Participation is open to all students according to interest and time limitation. Intercollegiate sports for men are football, baseball, soccer, basketball, tennis, water polo, crew, golf, bowling, rugby, cross country, and volleyball. Women's sports are volleyball, basketball, tennis, crew, soccer, and softball. Badminton is a co-recreational sport.

Although Santa Clara has grown rapidly in the last few years, it retains a friendly atmosphere and a personal relationship environment for which it is famous. This is a vital part of student life and an essential part of the University's particular kind of education.

STUDENT CONDUCT

The problem of conduct is a serious mandate on any University which accepts the responsibility for guiding students to maturity in an environment which respects human rights. Many students are away from home for the first time in their lives; others are finding new horizons opening to them as their educational experiences broaden.

The nature of the University demands that it operate in an academic atmosphere, in an intellectual and reasonable manner, and through orderly procedures—all in the

pursuit of truth and wisdom. The preservation of rationality in the University is a necessity if it is to survive. Thus, any act or conduct which infringes on the rights of others, which restrains freedom of movement or expression, which is contrary to the maintenance of good order, and which is disruptive of the University's operation, either in whole or in part, is unacceptable and a violation of the University's rule of good order. Actions or conduct violating any local, state, or federal law are per se a violation of the University's rules and regulations.

Students who participate in any act or conduct contrary to the University's rules and regulations shall be disciplined according to the Manual for the Administration of Student Discipline. Serious violations may lead to disqualification or a lesser sanction. Copies of this manual are obtainable on request from the Office of the Vice President for Student Services.

The rules and regulations of the University are not solely restrictive; they serve as a means to an end and are designed to aid in the development of each student.

STUDENT HOUSING

The University maintains 11 dormitories for men and women. They provide as homelike an atmosphere as possible within the framework of the University's educational requirements. While the vast majority of these residences are coeducational, with men and women occupying different floors or separate wings of the same building, a few dorms are reserved for students who prefer to reside in an all-male or all-female setting. Three swimming pools are available. Upperclassmen are encouraged to select their roommates, so personal preferences may be served as much as possible. Each student is expected to keep his or her room clean and free from health, safety and fire hazards. The University reserves the right to inspect rooms periodically and make necessary corrections or repairs.

While acceptance to the University as an undergraduate does not automatically include acceptance in a residence hall, it is expected that undergraduate students who do not live with parents or other adult members of their families will live on campus. A housing deposit must be submitted as soon as acceptance notification has been received. The Housing Office will assign rooms on a space available basis. Those students for whom no on-campus housing remains will be placed on a waiting list for further space available on campus. Students who move off campus before receiving official approval will be subject to room and board charges up to the time such approval is given. Freshmen will receive room assignments by mail no later than the middle of August.

During Spring Quarter of each year, returning students have the opportunity to select their room and roommate for the following academic year. A "Pre-Registration Form" distributed by the Registrar's Office is used by the students to make their room reservation and must be accompanied by the room deposit. Students who cancel their reservation after June 30 will forfeit the room deposit.

Rooms are provided with beds, mattresses, towel racks, bookcases, chairs, desks, chests of drawers, and medicine chests. A charge will be made for damage to rooms. Students must provide blankets, sheets, towels, pillows, pillowcases, washcloths, bedspreads, and desk lamps. Helpful extras could include a typewriter, an alarm clock, ash trays, a mending kit, and closet accessories.

Special service rooms are conveniently located in each building, with proper outlets for electric irons, heaters, sun lamps, hair dryers, and such appliances which are not permitted in the rooms. There is linen rental, laundry and dry-cleaning service available on campus for the convenience of the students. Television sets for student use are in various locations in the residence halls.

Residence halls will be closed during the Christmas and Spring recesses. Students may remain on campus during these times, at additional expense and only if arrangements are made through the Housing Office. Arrangements for meals during the Christmas and Spring break must be made at the student's expense. The University reserves the right to use a student's room during the Christmas and Spring vacation periods.

STUDENT GOVERNMENT

The system of student government at Santa Clara makes the students themselves responsible for the conduct of student affairs.

Students organize and supervise academic, cultural, and social activities through class government, clubs, and committees. Through the Student Senate, the students establish the rules and regulations and sanctions governing student activity at athletic and social events, and at extracurricular events on campus. Dorm Councils are an adjunct of student government. They share with the residence hall staff the responsibility for regulating student life in the halls as well as promoting academic, religious and social programs to resident students.

Law students have their own Student Bar Association as the instrument of student government in the School of Law. Therefore, law students are not represented on the Student Senate and are not subject to the jurisdiction of the Associated Students.

Student government at Santa Clara plays a vital role in the education of the students. As a genuine government of the students by the students, it develops responsibility and integrity in individual students.

Students also participate in Unversity-wide governance through representation on the University Community Council, and on University committees advisory to the president.

Associated Students

The Associated Students of the University of Santa Clara (ASUSC) is the student body organized for the conduct of student government. All fee-paying registered students are members.

The purposes of the ASUSC are to further the best interests of the University and its students, to encourage student activities, and to provide valuable experience and training in self-government and responsibility.

GRADUATE FELLOWSHIPS OFFICE

The Graduate Fellowships Office assists University of Santa Clara juniors and seniors who plan to enter graduate or professional studies upon graduation. It counsels these students in the selection of schools and in securing financial aid. This aid

comes chiefly from private and public agencies offering fellowships and other grants through national and international competition. For competitions in which candidates must be officially nominated or endorsed by the University, the director of the Graduate Fellowships Office together with several members of the faculty selects the nominees and arranges the endorsements.

The Graduate Fellowships Office maintains a collection of current graduate and professional school directories, graduate division catalogues and other sources of special information pertaining to graduate study and financial assistance. The collection is available to all students, alumni and faculty members.

Another function of the office is to provide faculty with information on postdoctoral research and other grants and fellowships. The Director will contact government agencies on behalf of faculty members and offer editorial assistance on proposals as requested. A bulletin announcing the availability of certain fellowships and grants is published regularly.

This office does not award fellowships, scholarships or other financial assistance for study at Santa Clara. These matters are supervised by the Office of Financial Aid in cooperation with the graduate admissions offices of the respective Colleges and Schools in the University.

STUDENT DEVELOPMENT SERVICES

A variety of services is offered to students through Student Development Services. A professional staff of educators, psychologists, and guidance specialists helps students enrich their educational and professional development. Programs are designed to facilitate the growth of students beyond the classroom environment.

Academic Resources

This area has as its objective providing assistance to students in their academic adjustment at the University. Students may obtain individual or group tutoring for any class by seeing the Director of Academic Resources (Benson Center, second floor). There is also a Drop-In Tutorial Clinic which permits students to receive assistance in specific courses without making prior arrangements. Workshops on various study skills techniques will be offered through this office as well as advice and information regarding various academic regulations and procedures.

Career and Personal Counseling

There are several counselors available to assist students with their career and personal development needs (Benson Center, second floor). Both individual and group opportunities are provided. A variety of personal skill-building workshops is also offered to students, as well as individual career planning and counseling.

PLACEMENT SERVICE

The Office of Placement Services is located on the second floor of Benson Memorial Center. Placement offers variety of services and programs to all undergraduates,

graduate students, and alumni of the University. The Center is open 8 am-8 pm, Monday-Thursday; 8 am-4 pm Friday.

Full, part-time, and summer employment opportunities are listed continuously with the center and are accessible to all University students and alumni. Additional information on local, regional, and national career opportunities is also available. Employment and internships for students in the Work-Study program are coordinated through the Center.

Each year, on-campus recruiting schedules are arranged for graduating students seeking career employment. Local and national governmental agencies participate actively in this tri-quarter program. All graduating students are eligible for the college recruitment program and are encouraged to participate.

The Center's career library offers a wide range of career and job search information, employment data, and corporate and federal recruitment brochures.

Workshop instruction on career strategies, interview and resume techniques, and advice on all other aspects of employment research are part of Placement Services. Planning and placement assistance is also available for teacher/counselor applicants and confidential files may be arranged.

MBA candidates for graduation also receive specialized career planning and placement services. Yearly, their resumes may be included in a resume book that is distributed to employers throughout the United States.

Another program available to all students and alumni is "Innerview". This career exploration program is a joint effort of the Career Planning and Placement Center and the Alumni Office and affords students with diverse career interests the opportunity to obtain information directly from alumni who are involved in those career fields.

STUDENT HEALTH SERVICE

The Student Health Service is located in the new Cowell Health Center on the campus and is under the supervision of the University Director of Medical Services.

All full-time undergraduate students and full-time law students are eligible for medical care under the following conditions:

1. The Student Health Service has a physician in attendance from 8 a.m. to 5 p.m., Monday through Friday while classes are in session. Visits to the Student Health Service during these hours should be made by calling the infirmary for an appointment. At all other times while the University is in session, medical care is available in cases of bona fide emergencies. With the exception of drugs, laboratory work and X-ray, no fee is charged to students utilizing the service.
2. X-rays, laboratory work, general hospital charges, consultations by physicians other than the University physicians and medical care rendered at a general hospital will be charged to the student.
3. In-patient care is available to undergraduate resident students and day law students only, at no charge.
4. All students, of course, have the right to obtain medical care outside of the services offered by the Student Health Service, but in that case, the financial obligation for such care is the responsibility of that student.

All students are required to have a pre-entrance health examination by their personal physician. The results of such an examination are to be reported to the Student Health Service on the form designated by the University on or before the date of registration.

ATHLETICS

The University of Santa Clara maintains a well-balanced program of intercollegiate, instructional and intramural athletics for the benefit of the student body. It is the policy of the athletic department that no person shall be excluded from participation or denied access to the facilities on the basis of their sex. All activities are designed to supplement the traditional academic curriculum as there are no physical education or recreation requirements for the completion of a degree.

Intercollegiate competition for men is conducted in football, basketball, baseball, tennis, waterpolo, golf, soccer, crew, bowling, cross country, volleyball, rugby, lacrosse, and boxing. Intercollegiate competition for women is conducted in volleyball, basketball, softball, tennis, cross country, soccer, and crew. All of these sports are against opponents of recognized national standing.

The University is a member of the National Collegiate Athletic Association, West Coast Athletic Conference, Northern California Baseball Association, Association for Intercollegiate Athletics for Women, and Northern California Athletic Conference.

A full program of intramural athletics in which all students are encouraged to participate is conducted under the direction of the Director of Intramural Sports.

Facilities for athletic activities include the new, two-acre Thomas E. Leavey Activities Center, which has gained national attention for its air-supported roof, with a 4,500-seat basketball pavilion and two smaller arenas, handball courts, weight training room, indoor track, 25-meter by 25-yard swimming pool, and other facilities; centrally located tennis courts and athletic fields for football, baseball, softball, soccer, and rugby.

The Recreation-Instruction program provides training and instruction in first aid, water safety, tennis, aquathenics and many other activities. The offerings vary from year to year based on student interest.

Athletic Officers

Patrick Carroll, S.J. ..... Moderator
George P. Malley, B.S. ..... Director of Athletics and Football
Carroll Williams, M.S. ..... Basketball
Salvador F. Taormina ..... Baseball
Marygrace Colby, M.A. ..... Director of Women's Athletics

Staff Members

Kenneth Allen, B.S.
Franny Angleson
Michael Cembellin, B.S., C.A.T.
David Chaplik, B.A.
Richard Davey, M.S.
Richard W. Degnon, B.A.
Dan Durante, C.E.
Kevin Eagleson, B.A.
Jim Farwell, B.A.
Gene Gagliardi, B.S.
Brad Graham, B.S.
Francis Hare, B.S.
Kathryn B. Ivers
Ronald Jeziorski, M.A.
Greg Kerber, B.A.
Louis Lucas, B.A.
Ron Martinez, B.S.
Jerry McClain, M.A.
Ronald Modeste, M.A.
Mary Ellen Murchison, B.A.
Brian Murphy, B.S.
Janis Nay, B.S.
Michael Ording, B.S.
Louis Pastorini, M.A.
Rex Patterson
Michael Periera, B.A.
S. M. Sanfilippo, J.D.
Salvatore Taormina
Ken Thompson, B.A.
Edward Titus, M.A.
Richard Troedson, B.A.
John Walsh, B.S.
Rusty Weekes, B.A.

RELIGIOUS ACTIVITIES

The group of priests, religious and laity who comprise the Campus Ministry Staff serves as facilitators for a variety of opportunities through which students, faculty, and staff are enabled to deepen their understanding and experience of themselves as humans and as Christians in relation to God in today's world.

Central to the expression of Christian life on campus is the liturgy. Each weekend, six Masses are celebrated with different styles of liturgy. Four of these Masses are coordinated by groups of students and others working with the celebrant. Other Masses, Protestant and ecumenical worship services, marriages, baptisms, and communal celebrations of penance are also provided for members of the University community.

During the year, the Campus Ministry Staff sponsors a variety of weekend experiences for different segments of the University Community, as well as guest speakers, discussions, and other activities to promote consciousness of religious, political, social, and personal value issues.

All members of the Campus Ministry Staff are engaged in varying degrees in providing counselling for members of the University community.

The main religious organization on campus is the Christian Life Community, a community of Christian men and women of Santa Clara seeking to deepen their commitment to the service of God and humanity according to a specific spirituality based on the Spiritual Exercises of St. Ignatius of Loyola.

STUDENT ORGANIZATIONS

There are a number of national, departmental, and special interest organizations on campus to which students may belong. These organizations generally fall into two categories: those which recognize achievement of individual students in their chosen

academic fields and those which permit individual students an opportunity to meet with others having the same interests.

A complete listing of student organizations is given in the *Student Handbook,* available each year to members of the student body.

DEBATE

The University of Santa Clara has traditionally had one of the strongest intercollegiate debate teams in the Western United States. The team participates in approximately ten tournaments annually, including several out-of-state invitationals.

The program is open to participation by all students and some scholarships are available to those with previous experience in national contests. For information regarding these scholarships, contact the Office of Financial Aids.

HONOR SOCIETIES

The University of Santa Clara is the proud host of nine prestigious national honor societies in the four undergraduate schools and colleges. These honor societies trace their origins back at least fifty years; in fact, some date from the 19th century, and one from the 18th. They seek to foster academic excellence in the liberal arts, sciences, engineering, business administration, history, mathematics, physics, and electrical engineering.

ALPHA SIGMA NU

Alpha Sigma Nu is the national Jesuit honor society, founded at Marquette University in 1915 by the Reverend John A. Danihy, S.J. The society currently has chapters at twenty-eight universities and colleges. The Santa Clara Chapter was organized in 1942. Alpha Sigma Nu has two goals: academic excellence and service to the University and community. Members are chosen for their performance in both these areas.

BETA GAMMA SIGMA

Beta Gamma Sigma is the national scholastic honor society for business and administration, recognized by the American Assembly of Collegiate Schools of Business. The society was founded in 1913. At present there are over 160 chapters with a total membership of more than 100,000.

To be eligible for membership, students must rank in the top ten percent of their senior class.

ETA KAPPA NU

Eta Kappa Nu is the honor society of electrical enginering. It was founded in 1904 at the University of Illinois. It currently has 135 college chapters, nine alumni chapters, and over 130,000 members. Its purpose is to foster a spirit of liberal culture in the engineering colleges, especially among those students of outstanding ability.

To be eligible for membership, students must rank among the top one-third of the engineering students in their senior class.

PHI ALPHA THETA

Phi Alpha Theta is an international honor society in history. It was founded at the University of Arkansas in 1921, and currently has over 475 chapters in forty-nine states, Puerto Rico, Canada, and the Philippine Islands. It has the greatest number of chapters of any accredited honor society holding membership in the Association of College Honor Societies.

At the University of Santa Clara, the Lambda Upsilon chapter of Phi Alpha Theta was granted its charter in 1966. Since that time the chapter has been active in student and educational programs.

Students are elected to membership in Phi Alpha Theta on the basis of excellence in the study and writing of history.

PHI BETA KAPPA

Phi Beta Kappa was founded in 1776 in Williamsburg, Virginia, by students at the College of William and Mary. Then, as now, the society's purpose was to celebrate excellence in all scholarly endeavors and to encourage a great breadth of education, including languages, mathematics, sciences, and the humanities. There are now over 230 chapters at universities throughout the United States. Installation of a chapter at a university indicates that Phi Beta Kappa United Chapters have studied the curriculum at that university and found it to be sufficient in breadth and scholarly quality to warrant being honored by the Society. The University of Santa Clara has the Pi Chapter of California, which was installed in May, 1977. Election to membership in Phi Beta Kappa signifies that a student has achieved intensive study in both a second language and college mathematics, as well as a general breadth in course work.

PI MU EPSILON

The Pi Mu Epsilon Fraternity was incorporated in 1914, the sequel to an earlier (1903) mathematics club at Syracuse University. The University of Santa Clara received its charter in 1967, and designated its chapter California Eta. The purpose of Pi Mu Epsilon is the promotion of scholarly activity among students in academic institutions.

Membership for seniors requires an overall grade point average of 3.0, and completion of two years of college mathematics, including calculus, with a B average.

SIGMA PI SIGMA

Sigma Pi Sigma, the national physics honor society, was founded as a local honor organization at Davidson College, North Carolina, on December 11, 1921. The society currently has more than 275 chapters and 40,000 members. A chapter of Sigma Pi Sigma was established at the University of Santa Clara on May 7, 1969.

The primary objective of the Society is to award distinction to students demonstrating high scholarship and promise of achievement in physics. Sigma Pi Sigma endeavors to help students attain a clearer understanding of the powers of science, to promote further interest in the advanced study of physics, to foster the spirit of scientific research, to encourage a professional spirit and friendship among students of physics, and to popularize interest in physics on the part of the general collegiate public. To be eligible for nomination to membership in the University of Santa Clara

chapter of Sigma Pi Sigma, a student must have a 3.2 grade point average in physics and mathematics and must rank no lower than the upper quarter of the class in general scholarship.

SIGMA XI

Sigma Xi was founded in 1886 as an association of scientists engaged in communication of research ideas, methodology, and achievements. It was established at the University of Santa Clara in 1967.

The object of this society is to encourage original investigation in science, both pure and applied.

Associate membership may be granted to any student who has shown aptitude for research in these areas. The requirements for full membership include noteworthy achievement in research as evidenced by publications, patents, written reports, or a dissertation.

TAU BETA PI

Tau Beta Pi was founded at Lehigh University in 1885, by Dr. Edward H. Williams, Jr. The purpose of this association is to offer appropriate recognition of superior scholarship and exemplary character to technical students. There are now more than 144 chapters with a total membership of over 175,000.

Engineering students in the upper fifth of their senior class are eligible. These students must demonstrate exemplary character, personal integrity, breadth of interest, adaptability, and unselfish activity.

GENERAL ACHIEVEMENT AWARDS

Nobili Medal: An annual prize of a gold medal founded by Joseph A. Donohoe, in honor of the first President of Santa Clara, the Rev. John Nobili, S.J., to be awarded to the male student who shall be judged outstanding in personal character, school activities and constructive contribution to the University.

Saint Clare Medal: An annual prize of a gold medal, established by the University of Santa Clara, to be awarded to the woman student judged outstanding in personal character, school activities and constructive contribution to the University.

COLLEGE PRIZES

Business Administration Prize: An engraved key given by the Business Administration Association to the senior in the School of Business who shall have made the greatest contribution to the School of Business.

The Isabel Jones Prize: An annual prize donated in memory of Mrs. Isabel Jones by her husband, Dr. Eliot Jones, to be given to the senior student of the School of Business who is judged by the faculty of that School to be outstanding in scholarship.

The Charles J. Dirksen Prize: An annual prize donated by Dr. Eliot Jones in honor of Charles J. Dirksen, Dean Emeritus, to be given to the junior student in the School of Business who is judged by the Faculty of that School to be outstanding in scholarship.

The Schwartz Prize: Two annual prizes donated in 1955 by Dr. Sidney L. Schwartz of San Francisco, to be given to students judged outstanding by the faculty of the School of Business.

The Orella Prize: An annual award established in 1915 by the late Dr. Firmin R. Orella, B.S., '89, and funded in 1945 by his wife, Albertine S. Orella, to be given to the senior student in the departments of science who attains the highest average in scientific subjects during the junior and senior years.

Freshman Mathematics Prize: An annual award of books to a freshman student selected by the Mathematics faculty for excellence in mathematical study and achievement during the freshman year.

The George W. Evans II Memorial Prizes: Two prizes awarded each year to the man and woman placing highest in the William Lowell Putnam Mathematical Competition. The prize fund was established by the family and friends of the late Dr. George W. Evans II of the Department of Mathematics.

The IBM Corporation Prize: Awarded to the most outstanding student in *Physics for Scientists and Engineers I, II, and III*, as selected by the faculty who teach that course sequence. The award is funded by IBM Corporation.

DEPARTMENTAL PRIZES

Professor O. Robert Anderson Key: An engraved key in memory of Professor O. Robert Anderson to be given to the senior student in Accounting who is judged by the faculty of the Accounting Department of the School of Business to be outstanding in scholarship.

The Finance Medal: Awarded to the senior majoring in Finance with the highest scholastic average.

The Religious Studies Prize: A prize given by the President of the University, awarded annually to an upper-division student, for proficiency in religious studies selected on conditions set down by the Department of Religious Studies.

The Sourisseau Prize: An annual prize founded in 1955 by Miss Eva Sourisseau of San Jose, in honor of her parents and family, to be given to the senior student of the University who shall be selected by the Department of Philosophy for outstanding philosophical achievement.

The Civic Club Italian Prizes: Three prizes contributed in 1949 and thereafer by the Civic Club of San Jose, to encourage the study of Italian language and culture, to be given to the students attaining the three successively highest grades in the study of Italian.

The Ryland-Owl Prizes: The Hon. Caius T. Ryland founded in 1897 an annual purse, leaving its disposition to the discretion of the faculty. This the faculty, after due consideration, assigned to the University Literary Congress, organized February 22, 1857, establishing the Ryland Debate to be held yearly between the two branches, the Senate and the House, and divided the purse into three prizes. The directors of the College Magazine, "The Owl," founded an annual prize to be given to the winner of an oratorical contest in the University. Since the oratorical contest is no longer held, the prize formerly awarded for the competition is now added to Ryland Debate prizes.

The Justin McCarthy Oratory Prize: An annual prize established by Justin T. McCarthy to be given to a student in the senior class who has excelled in oratory.

The William H. Leahy Prize: Founded in honor of Mr. William Leahy by his wife and by his brother, this prize is given to the graduating senior who has made the greatest contribution to dramatic art at Santa Clara.

The Handlery Prize: An annual prize founded by Mrs. Rose Handlery, in memory of her son, Raymond, of the class of 1934, to be given to the senior student of the University who will have contributed most to the success of any of the University student publications.

The McCann Prize: Annual prize founded in honor of Daniel M. McCann, B.S., '84, to be given for the best short story.

The Redwood Prize: Annual prize founded in 1908 by the executive committee of "The Redwood," and given for the best essay on an historical subject.

The Shipsey Poetry Prize: An annual prize founded in 1954 by Richard M. Schmidt, in honor of the late Reverend Edward Shipsey, S.J., to be presented to the student selected by the faculty of the Department of English for the most outstanding contribution in the art of poetry.

The Gugliemo Armanino Prize: An annual prize founded by William J. Armanino in honor of his father to be given to the outstanding student of the study of Italian Culture.

The Professor Lloyd Bolton Memorial Award: This award founded by the alumni of the Biology Department in memory of Dr. Lloyd Bolton, first Chairman of the Department, is given to honor the outstanding junior majoring in Biology.

The Professor Joseph F. Deck Award: An annual prize to the outstanding senior chemistry major who has excelled in extracurricular activities, leadership, generous tutoring of fellow chemistry students, and undergraduate research, and who has maintained a B average withal.

The Michael Shallo Prize in Political Science: An annual prize founded in 1955 by the University, in honor of Father Michael Shallo, S.J., Professor of Political Philosophy, to be given to the student of the University selected by competition as the most proficient in political Science.

The Witold Krassowski Sociology/Anthropology Award: An annual award, established by department alumni and friends, in honor of Professor Witold Krassowski (the first sociologist at the University of Santa Clara and also the first Chairman of the department) to be given to the student in the department who has done exemplary work in sociological or anthropological research.

The Regan Memorial Award: An annual award donated in memory of Patrick W. Regan, Class of 1947, to the outstanding junior in Civil Engineering, who is judged by the faculty of that school to be outstanding in scholarship, leadership and contribution to the Department of Civil Engineering.

The Santa Barbara Medals: Four gold medals, given by the President of the University, to be awarded annually, on the recommendation of the Professor of Military Science, to the outstanding cadet in each of the four years of training.

The Medal of the Association of the Army of the United States: Awarded to the outstanding cadet of the first year of the advanced curriculum of ROTC, for exceptionally meritorious academic attainments, exemplary conduct, efficiency, and fidelity.

Department of the Army Superior Cadet Ribbon Award: Four Ribbons awarded annually by the Department of the Army to the outstanding cadet in each academic class of senior division ROTC program at the University who has consistently demonstrated potential qualities as an officer.

The Armed Forces Communications and Electronics Award: For academic achievement and meritorious contribution to the ROTC program by a senior cadet in a communications or electronics related field.

Admissions Information

Criteria for Admission

The University makes selective and individual decisions on the applicants for admission. Freshman applicants are offered admission based on the following criteria: first, secondary school record; second, scores on College Entrance Examination Board tests; third, school recommendation; fourth, personal factors such as extracurricular involvement, character, leadership; fifth, relationship to the University.

The offer of admission to high school seniors for freshman standing is contingent upon their continued high level of performance during the remainder of their senior year. Should there be a significant change in academic work during this year, it will be necessary for the Committee on Admissions to reevaluate the acceptance in light of that change.

Campus Visits

The University encourages all candidates to visit the campus. The best time to visit is when school is in session to provide the candidate the opportunity to visit classes and speak with professors and students.

Although interviews are not required, a member of the Admissions Staff will be happy to meet with candidates. Appointments should be made in advance.

Nondiscrimination Policy

The University of Santa Clara admits students of any race, religion, sex, color, handicap, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sex, handicap, national and/or ethnic origin in administration of its educational polices, admissions policies, scholarships and loan programs, and athletic and other school-administered programs. Additional information and copies of the Grievance Procedures are available in the Office of Student Services and/or the Personnel Department.

RECOMMENDED COURSES

The following high school courses are recommended for a student applying for admission to the University as a freshman:

	NUMBER OF UNITS		
COURSE	*Humanities Majors*	*Business & Social Science Majors*	*Natural Science, Mathematics and Engineering Majors*
Algebra	1	2	2
English	4	4	4
History	1	1	1
One foreign language	2	2	2
Plane geometry	1	1	1
Lab science (upper division)	1	1	2*
Trigonometry			½
Optional+	6	5	3½

*Physics and Chemistry are recommended lab sciences for Natural Science and Engineering Majors

+Optional courses must be in advanced foreign languages, mathematics, laboratory science, or other solid college-preparatory courses.

ADMISSION PROCEDURE

The prospective freshman student should:

1. File the application and service fee of $20.00 with the Admissions Office, University of Santa Clara (application forms may be obtained from that office).
2. Submit a recommendation from the high school counselor, evaluating scholastic ability and character, to the Admissions Office (recommendation form is provided with application).
3. Request high school to forward a sixth semester transcript to the Admissions Office. A seventh semester supplement is included in the admissions packet to be forwarded to the Admissions Office when these grades are available.
4. Take the Scholastic Aptitude Test of the College Entrance Examination Board in January of the senior year or earlier, and request that scores be sent to the University. For information on dates and places of this test write to the College Board, ATP, Box 1025, Berkeley, California 94701, or Box 592, Princeton, New Jersey 08540.
5. Make certain all the above are completed, and the required materials are submitted to the Admissions Office by March 1. Full consideration cannot be assured for applications received after that date.

Sixth-Semester Decision

Students may seek an admissions decision after their sixth semester. Transcripts reflecting six semesters of work and recommendation forms should be sent by the high school. The decision concerning admission will be rendered promptly. In the event that the Committee on Admissions feels that additional academic information is required before reaching their final decision, the student will be informed of this in a letter.

Advanced Placement

Advanced placement and college credit may be obtained through the College Board Advanced Placement Program. The student will be notified of the placement and credit the University will grant after scores are received.

Admission of Foreign Students

Candidates for admission who come from foreign countries must present a score in the Test of English as a Foreign Language, which is administered by the Educational Testing Service. Foreign students, both freshmen and advanced standing applicants, must also take the Scholastic Aptitude Test of the College Entrance Examination Board. In order to be issued Immigration Form I-20, applicant must be accepted as a full time student working toward a degree.

ADMISSION TO ADVANCED STANDING (TRANSFERS)

General University

The University accepts a number of transfer students, principally at the sophomore and junior levels, each year.

Since applications exceed the number of such students who can be accommodated, and are increasing each year, no specific statement can be made about the quality of work (g.p.a.) which will enable a transfer applicant to be accepted. Only students in good standing at the last college attended will be considered. No student on academic or disciplinary probation, or suspension, will be considered for admission.

There is no minimum number of units required for transfer admission. An exception to this is the student who was not acceptable as a freshman. Such a student cannot be considered until he or she has completed at least 45 quarter units or 30 semester units of college work. In general, a student is classified by the number of units applicable to his or her degree program.

The Scholastic Aptitude Test of the College Entrance Examination Board and the high school transcript are required of transfer applicants who have completed less than 45 quarter units or 30 semester units.

Transfer students may apply for admission for Fall, Winter and Spring quarters. Deadlines for applications to those terms are: Fall—July 1; Winter—Nov. 15; Spring—Feb. 15.

Transfer credit is fixed by the Deans of the College following the student's acceptance and submission of registration deposit. No evaluation can be made before that time. The following general statements apply to transfer credit:

a. Courses from accredited four-year institutions are generally acceptable if similar to courses listed in the *University of Santa Clara Bulletin*. Courses from accredited two-year institutions are generally transferable under the same conditions, if (in California community colleges) they are designated as University of California transferable.
b. Courses of a technical or trade nature do not transfer.
c. Courses from non-accredited institutions, trade schools, extension or correspondence programs do not transfer.

School of Engineering

Admission to advanced standing is by specific action of the Committee on Academic Standing, which will evaluate all credits presented and determine the rating of the candidate.

The student normally will be admitted to advanced standing if he or she has completed during the first two years, a minimum of 60 semester or 90 quarter units. Included in the units must be 12 semester or 18 quarter hours of Analytical Geometry and Calculus, 6 semester or 9 quarter hours of Chemistry or Biology, and 10 semester or 15 quarter hours of Physics for Engineering and Science students.

Financial Information

STUDENT EXPENSES
1979-80

Application Fee ..... **$ 20.00**
This charge is to be sent with each application form and is not refundable.

Deposits:

All new students or students reapplying for admission **$100.00**
This amount is automatically credited to the student's account at registration or at the time of full-tuition payment. This deposit is not refundable.

All returning undergraduate students must make the deposits indicated below by *May 1st.*

A deposit of $100.00 is required for all returning boarding students.
A deposit of $50.00 is required of all returning day students.
These deposits are not refundable after *June 30th.* Transfer from boarding to day student status after this date will result in forfeiture of $50.00 of the deposit.

Tuition and Fees per Quarter* **$1181.00**

Part-Time Tuition (see definition of part-time student below.)
1 term course **$390.00**
2 term courses **$729.00**

Auditing Fee (per course) ..... **$ 125.00**

Room and Board per Quarter** **$682.00**
Tuition, Room and Board are due and payable in full on the day of registration.

Fees:

Fee for Each Change in Scheduled Course ..... **$ 2.00**
Fee for Challenging a Course (per course) ..... **$ 10.00**
Late Registration Fee ..... **$ 20.00**
Late Submission of Form Fee (administrative forms, e.g. pre-registration, application for degrees, etc.—per day) ..... **$ 2.00**
Fee for Replacement of Identification Card ..... **$ 2.00**
Deferment Service Fee ..... **$ 10.00**
Returned Check Fee ..... **$ 5.00**
Charge Card Returned Item Fee (returned unpaid from your VISA or Mastercharge agency) ..... **$ 5.00**
Studies Abroad Service Fee ..... **$ 30.00**
Additional copies of student's transcript of grades (each copy of transcript) ..... **$ 1.50**
Graduation Fee ..... **$ 30.00**

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*Tuition per quarter includes a refundable fee of $1.00 for student membership in Nor-Cal PIRG.

**Room and Board charges during winter and spring recess: By arrangement with the Director of Housing Services.

For Graduate Business, Engineering, Humanities, Law, and Summer Session tuition and fees—see announcements of the various Graduate programs and Summer Session.

Registration Cancellation Fee: If a student, after registering, withdraws on the first day of the late registration period and before attending any classes, the full refund is subject to a $50.00 registration cancellation fee.

Chemistry Laboratory Courses: Supplies and breakage costs will be charged at the completion of each course.

Special Information: A full-time student who drops courses during the term will be considered full-time for the balance of that term for tuition purposes.

Part-Time Students:

For tuition purposes, Part-Time Student is defined as a Lower Division Student taking less than three (3) term courses, or an Upper-Division Student taking less than two (2) term courses, regardless of the unit value of the course.

Charges for loss or damage in residence halls, to other University property, and special equipment will be billed directly to the student and parents upon report of damage or loss.

METHOD OF PAYMENT

Students should come prepared to pay all charges on the day of registration, or should have payments from home in the mail to reach the University at least TWO WEEKS prior to the date of registration.

Remittances should be made payable to the "University of Santa Clara" and mailed to the Office of Student Accounts.

Students who have unpaid bills at the University or who defer payment without approval are subject to dismissal from the University and, as long as such payments remain unpaid, may not receive transcripts of credit nor any diploma.

The University offers a Ten-month Budget Prepayment Plan for those who prefer to pay current charges on a monthly basis.

For those who are not financially able to pay the full term charges in advance, there are several tuition plans administered by outside financing agencies which are available. Those who plan to avail themselves of one of these services should request information from the Office of Student Accounts at least three months prior to registration.

REFUNDS

No refunds will be made by virtue of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

REFUND OF TUITION: FULL-TIME STUDENTS

Students who withdraw from the University may receive refunds of tuition according to the following schedule:

For withdrawal prior to the first Monday after registration:
payment refunded *minus* $253.00
For withdrawal prior to the second Monday after registration:
payment refunded *minus* $347.00
For withdrawal prior to the fourth Monday after registration:
payment refunded *minus* $496.00

No further refunds of tuition will be allowed.

REFUND OF TUITION: PART-TIME STUDENTS

Students who withdraw from the University may receive refunds of tuition according to the following schedule, per course:

For withdrawal prior to the first Monday after registration:
payment refunded *minus* $142.00
For withdrawal prior to the second Monday after registration:
payment refunded *minus* $164.00
For withdrawal prior to the fourth Monday after registration:
payment refunded *minus* $224.00

No further refunds of tuition will be allowed.

REFUND OF ROOM AND BOARD

Refund of unused board will be prorated from the Monday following the date of withdrawal.

No refund will be made of the payment for a room in the University's residence halls.

Refunds cannot be processed until one month after the student's withdrawal.

Fees and charges are subject to change without notice.

FINANCIAL AID

The University of Santa Clara maintains a broadly-based financial aids program of scholarships, loans, grants and part-time employment. Administered by the Office of Financial Aids, these resources help bridge the gap between the cost of education and what parents and students can reasonably contribute.

The College Scholarship Service, of which the University of Santa Clara is a member, cooperates in this task by estimating the financial need of each student from information supplied on the Financial Aid Form. On the basis of this recommendation and any adjustments made by the Aid Office, and subject to the availability of funds, the Office of Financial Aids is then able to prepare a "package" of aids for which the student qualifies. This could include a scholarship, loan, grant or part-time employment under the work-study program or any combination of the four.

The cost of a college education today is expensive, but not prohibitive. A family, therefore, is expected to make a maximum effort to assist the student with college expenses. Financial help from the University and from other sources should be viewed only as supplementary to the efforts of the family.

More complete information about the University of Santa Clara Financial Aids program is available in the *Financial Aids Bulletin,* published by the Office of Financial Aids. Specific questions concerning any University of Santa Clara aid program should be addressed to the Director of Financial Aids.

Applying for Financial Aids

The different aids (scholarships, grants, loans, employment, etc.) vary in amount and are renewable on a year to year basis provided the student fulfills the University's requirements and reapplies each year. The amount awarded in each type of assistance may vary from year to year depending upon the applicant's family financial circumstances. To apply for financial aid consideration, a student must:

1. Complete the Application for Financial Aid.
2. Submit a copy of the Financial Aid Form, designating that the University of Santa Clara receive a copy. (C.S.S. code 4851)
3. Complete an application for a Cal. Grant and/or the Basic Educational Opportunity Grant, as appropriate. The F.A.F. may be used as the B.E.O.G. application.
4. Arrange to take the Scholastic Aptitude Test of the College Entrance Examination Board.

5. Applications from students requesting scholarship or grant consideration must be postmarked no later than February 1.
6. The deadline for new students to apply for NDSL loans and work study is March lst. Transfer students must supply a record of all financial aid received at previous institutions before they will be considered for aid.
7. Submit a notarized copy of the student's and parents' latest federal income tax return. Freshman students should supply a copy of their parents' current year federal income tax return as soon as it is available but not later than May 1.

Freshman applicants who submit all required documentation and whose completed application is on file in the Office of Financial Aids by March 1 preceding September enrollment should be notified of the disposition of their application not later than June 1; transfer applicants should be notified not later than August I. Applications that arrive late or incomplete will receive last priority for consideration and time may not permit notification to the applicant prior to registration.

Present financial aid recipients must reapply each year and must submit all necessary documentation in time to arrive at the Office of Financial Aids not later than May 1. Detailed information may be obtained by consulting the Financial Aids Bulletin. Renewal forms are available at the Office of Financial Aids after March 1.

The University supports a limited grant program for disadvantaged students. Students requesting consideration should contact the Office of Financial Aids.

Aid Qualifications

In selecting students to receive financial aid, evidence of financial need is required. Once this criterion has been met, priority for consideration for the limited funds is given to applicants with the highest scholastic attainments. Students of exceptional academic merit should write to the Director of the Honors Program.

Scholarship recipients are expected to maintain an overall grade point average of 3.00. All other aid recipients must maintain a GPA of 2.00. All financial aid recipients must remain enrolled as full-time students (minimum of 12 quarter units) for each quarter that aid is received and must make satisfactory progress towards a degree. Please refer to the section of this Bulletin on Academic Probation, Disqualification and Reinstatement for specific criteria on good standing and the section on Student Classification for specific criteria on normal progress. Financial aid may be terminated at any time for serious infractions of the University's rules and regulations. As a general rule, graduate and professional students will receive consideration for financial aid after the undergraduate needs have been met. As a general rule, financial aid is not available for non-citizens unless they are in the United States on a permanent basis and have made application for citizenship. It is the Financial Aid recipient's responsibility to notify the Financial Aids Office immediately of any changes in address, name, marital status, academic status or family financial situation.

Eligibility for financial aid is for a maximum of 12 quarters. Requests for an extension of this maximum must be addressed in writing to the Office of Financial Aids.

All financial aid awarded will be disbursed in equal installments to coincide with the number of academic periods in the year, and will be placed as a credit on the student's account at the Office of Student Accounts.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students are the National Direct Student Loan program and Guaranteed Student Loans. Further information may be obtained from the Office of Financial Aids.

Deferred Payment Plans

Santa Clara provides a deferred payment plan which is administered through outside agencies. One-, two-, three-, and four-year contracts are available. Further information may be obtained from the Office of Student Accounts. As an alternative to these outside plans, the University offers a Ten-month Budget Prepayment Plan. Detailed information is available from the Ofice of Student Accounts.

Jobs

Santa Clara realizes that it is necessary in some cases for students to hold part-time jobs. The University maintains a Placement Center on campus to assist students in securing part-time work.

Students who receive financial aid are expected to contribute as much as possible from their own resources as self-help to assist in meeting their costs at Santa Clara.

University Expenses

In addition to the undergraduate tuition of $3543 and room and board of $2046 per year, the University estimates that students can expect to spend approximately $1000-$1200 on required books and supplies and miscellaneous personal and transportation expenses. These estimated expenses will vary from year to year.

Student Retention

For the latest academic year, 9% of the full-time undergraduate students who enrolled for the Fall quarter did not maintain their enrollment for the full academic year.

Tentative Financial Aid Deadlines for 1980-81

Please consult the 1979-80 Financial Aids Information Bulletin, available from the Office of Financial Aids.

December 1, 1979. Deadline for applying for aid beginning in winter quarter, 1980
February 1, 1980 ... Deadline for applying for Cal. Grants, 1980-81
February 1, 1980 ... Deadline for new Scholarship and Grant consideration, 1980-81
May 1, 1980..... Deadline for New Students Applying for NDSL Loans and work study, 1980-81
March 1, 1980..... Deadline for applying for aid beginning in spring quarter, 1980.
March 15, 1980..... Deadline for applying for B.E.O.G., 1980-81—however, you should apply as early as possible.
May 1, 1980..... Deadline for applying for financial aid *renewal.*

NOTE: All Guaranteed Student Loan Applications must be completed and in the Fi-

nancial Aid Office not later than six weeks prior to a registration period. Applications received later than this will be processed as time allows, normally after registration. Information on the availability of Summer School Aid will be available from the Financial Aid Office *after* April 15th.

These deadlines are tentative and should be confirmed with the Financial Aids Office after October, 1979.

STORAGE OF PERSONAL PROPERTY

The University of Santa Clara is not responsible for students' personal property located in dormitory rooms, nor does the University provide storage space for students' personal belongings during vacation periods.

Loss from fire, dishonesty, destruction, or disappearance is strictly a personal matter. It is the individual's responsibility to secure his or her own insurance coverage. Students who are interested in personal property insurance information may obtain a brochure from the Office of Student Services.

STUDENT RECORDS

The following disclosures regarding a student's University records are given in compliance with the Family Educational Rights and Privacy Act of 1974 and are available for inspection as listed below:

a. Official academic records, including application forms, admissions transcripts, letters of acceptance and a student's Permanent Academic Record are on file and maintained in the Registrar's Office.
b. Working academic files are also maintained by each Dean of a School or College in their respective offices.
c. Records related to a student's non-academic activities are maintained in the Office of the Vice President for Student Services.
d. Records relating to a student's financial status with the University are maintained in the Controller's Office.

The following types of records are *excluded* from inspection by provisions of the law; namely those created or maintained by a physician, psychiatrist or psychologist in connection with the provision of treating a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded under this same provision. Third parties shall not have access to education records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

A written statement on inspection policies, list of fees for copies and related information is available in each office containing student records. Complaints regarding academic records by students may be directed to the Dean of the College or School in which the student is enrolled.

Academic Information

THE SANTA CLARA PLAN

The purpose of the Santa Clara Plan is to minimize the diffusion of each student's interest and concentration by limiting the number of courses taken at any one time, and to increase the opportunities for in-depth study. Yet, throughout the four years, there is ample opportunity for students to explore a wide range of interests relating either directly or indirectly to their major field of study.

Dividing the academic year from September to June into three eleven week terms and restricting the course load to either three or four courses per term allows students to concentrate more effectively on a limited number of subjects at any one time. The eleventh week is devoted to examinations. During the freshman and sophomore years, students normally schedule 16 quarter units per term in lower division courses and during the junior and senior years they normally schedule 15 units per term in upper division courses. Since the Santa Clara Plan of academic performance envisions considerable in-depth study by the students, no classes are held on Wednesday to provide uninterrupted study periods. Classes are normally scheduled on Monday, Tuesday, Thursday, and Friday.

STUDENT CLASSIFICATION

Students are classified by the number of quarter units completed with passing grades. Lower division students are classified as freshmen until they have completed 44 units, and as sophomores when they have completed more than 44 units but less than 89 quarter units. Upper division students are classified as juniors when they have completed 89 or more units but less than 128 units, and as seniors when they have completed 128 or more units.

Lower division students taking less than 12 quarter units or upper division students taking less than 8 quarter units are considered part-time students. Admission to these programs is by special action of the college or school committee on academic status. Part-time students are not eligible for financial aid.

COURSE NUMBERING SYSTEM

Lower division courses (numbered 1-99) are counted as four (4) quarter units each, and upper division courses (numbered 100-199) as five (5) quarter units each, except in those courses in the School of Engineering, Military Science, and Music, as indicated in the course descriptions of this bulletin and the Schedule of Classes.

COURSE/UNIT RESTRICTIONS

Freshman and sophomore students normally take four four-quarter unit courses per term and junior and senior students normally take three five-unit courses per term.

Without the written approval of the Dean, freshman and sophomore students may not carry less than 12 quarter units per term, nor may junior and senior students carry less than 10 quarter units per term. No student may carry more than 17 quarter units per term unless he or she has a 3.3 grade point average and has written approval from the Dean. The only exception to this regulation is for junior and senior students who, with written approval from the Dean, may take more than 17 units for enrichment purposes. Such a course is graded on a special pass/not passed basis (recorded as + or - and does not fulfill graduation requirements. Any student who registers for more than 17 quarter units without prior written approval of the Dean will not receive credit for the additional course(s).

Lower division students may not register for upper division courses without prior approval of their Dean. Lower division students registering for upper-division courses without prior approval will receive no credit for such courses.

TRANSFER CREDIT AND CONCURRENT ENROLLMENT

Courses taken at other institutions after a student has enrolled at Santa Clara will not be considered for transfer credit unless approved in advance by the appropriate academic Dean at Santa Clara. This also applies to courses taken while on leave from Santa Clara. Permission for concurrent enrollment will be granted only under very extraordinary circumstances.

Students who transfer specific courses to the University from another institution will not accumulate credit for these courses unless they are accumulated in sufficient quantity to total the quarter-unit value of an equivalent Santa Clara course.

The student's grade-point average is computed only on work done at Santa Clara. Collegiate work at another institution with a grade of C or better may be transfered to Santa Clara and counted in fulfillment of graduation requirements, but it will not be counted in determining the student's grade point average and rank in class. The transfer value of pass-fail courses at another institution will be determined individually in each case. A student attending Summer Session should not expect to receive more than ten quarter units credit for work taken during a regular Summer Session, either on this campus or at some other institution.

REGISTRATION

On the regularly scheduled day for registration, students must obtain registration material in person. Registration materials are to be completed and returned at registration; financial arrangements for tuition and fees must be made prior to receiving registration materials. Late registration, which ends after one week of classes, is permitted only with the approval of the Dean.

The University reserves the right to preclude from registration any student for reasonable cause.

CHANGE OF PROGRAM OF STUDY

Students may add or drop a course during the first week of the term.

Students may withdraw from courses up to one week before the beginning of final examinations: a grade of W will be recorded on the transcript. Dropping a course without formal withdrawal will result in a grade of F.

CHANGING COURSES, MAJOR, SCHOOL, OR COLLEGE

Certain administrative procedures for changing course registration, changing majors within a college or school, or changing from one school or college to another must be observed or the student's record will be inaccurate, to the possible detriment of the student.

Information and the appropriate forms may be obtained from the Office of the Registrar.

To transfer from one school or college to another, the student must petition for admission to the respective Dean of the college or school the student wishes to enter. Admission is not automatic, but will depend on the student's qualifications and academic record to date, as well as on available space in that particular school or college. No student with an overall grade point average of less than 2.00 will be allowed to file a petition for transfer from one school to another.

GRADING SYSTEM

Faculty members have the responsibility for awarding grades to students. The quality of performance of students is indicated by the following grades:

A	Excellent	F	Failure
B	Good	I	Incomplete
C+	Above Average	W	Withdrawal
C	Satisfactory	P (or +)	Passed
D	Inferior	NP (or -)	Not Passed

Courses are considered successfully completed when a passing grade is received. Passing grades are A, B, C+, C, D, and P.

To determine a numerical average, four grade points per quarter-unit are assigned for each A, 3 for a B, 2.5 for a C+, 2 for a C, 1 for a D, and 0 for an F. To arrive at the grade-point average, the total earned grade points are divided by the number of quarter units which have been undertaken. A C average is 2.0.

PASS/NO PASS

Junior or senior students who have declared a major may take on a Passed/Not-passed basis (recorded as P or NP) those courses certified by their departmental chairpersons to be outside their major. This option must be elected at registration and may not be changed after the close of late registration. Such courses, if passed, will fulfill graduation requirements. (P is equivalent to A, B, C+ or C; NP is equivalent to D or F.) They are not used in calculating the student's grade-point average.

A student may take one Pass/Not Passed course per quarter and a maxmum of six Pass/Not Passed courses toward graduation if approval is obtained from the Dean.

INCOMPLETES

Students' work may be reported Incomplete if, due to illness, some essential portion of the work in the course remains unfinished after the final examination. An Incomplete (I) becomes a failure (F) unless the unfinished work is completed to the satisfaction of the instructor and proper notice filed with the Registrar within four weeks from the beginning of the next scheduled term, not including the summer session. Make-up work must be submitted to the concerned faculty member no later than the end of the third week so that the faculty member can meet the four-week submission deadline. Exceptions may be made by the Academic Vice President, in individual cases, on the recommendation of the appropriate academic Dean. These exceptions must be approved by the Academic Vice Presdent prior to the end of the three-week period just noted.

CHANGE OF GRADE

Once a grade has been filed with the Registrar, it shall not be changed by anyone, including the teacher who has filed it, except to correct a computational error. The awarding of course grades to students is the exclusive responsibility of the teacher of each course. Procedures to be followed for the changing of grades are determined by the Registrar.

CHALLENGING COURSES

Students may challenge certain courses for credit. A course is said to be challenged when a student takes a special examination in the course for the purpose of obtaining credit toward graduation. Students may prepare for this procedure by directed independent study.

Any course in the catalog may be challenged except those specifically identified in the catalog as exempted from challenge (indicated by the letters NCX) and those requiring laboratories, studio, or specialized group work.

To challenge a course, a student must have a 2.2 cumulative average and a 2.5 average in the major field. Freshmen and transfer students are not eligible to challenge a course until they have completed one term of work at Santa Clara. A student desiring to challenge a course should obtain a form from the Office of the Registrar on which he or she will identify the course, as well as any course previously audited or challenged. He or she must then receive approval from an instructor in the department and the Dean of the school or college. A fee of $10.00 will be charged for each course challenged. Only one course may be challenged per term.

The examination for challenging courses will be given on the third Wednesday of each term. The petition for challenging a course must be submitted at least two weeks before the examination date.

Grades will be issued for challenged courses in the same manner as those obtained through regular graded course work. Pass/not passed challenges are not permited. Courses successfully challenged will fulfill graduation requirements but will not count toward the total units required for graduation. Challenged courses may not be used in the performance of residence requirements. The department shall establish the level of performance to be attained and any requirements in addition to an examination which will be three to four hours in duration.

REPETITION OF COURSES

Students may, with approval of the Dean, repeat a course in which a grade of D or F was received on the first attempt. They should use the letter R in registering for the course again. All grades, whether repeated or not, will be used in computing the student's performance. Extra units earned in the repetition of a course graded D will not count in fulfilling graduation unit requirements.

AUDITING COURSES

Students may audit one course in addition to the three courses they take in the upper-division or the four courses taken in the lower division. Students may not enroll in a course as auditors and then decide to take the final examination for credit. If they wish credit for an audited course, they may challenge the course during the following term through the normal challenging procedures.

Students may not audit more than three courses during their four years at Santa Clara. Students may petition for permission to audit a course only after the beginning of the late registration period. The fee for auditing a course is listed on page 38.

ATTENDANCE

Students are required to attend all classes. Penalties for absences are left to the discretion of individual instructors. Students are held accountable for all assignments in each course, whether or not the assignments were announced during the absence.

WRITTEN EXAMINATIONS

Written examinations are held at the middle and end of each term. A report of the student's progress is prepared by the Registrar's office and mailed to his or her home only at the end of the term. A letter grade is posted by instructors at mid-term for each freshman but grades for other students are posted only in case of deficiency (grade of D or F or NP).

DISHONESTY

A student guilty of dishonesty in an examination, papers, and other student work will be given a failure for the course. In special cases, the administration may impose the penalty of dismissal from the University.

ACADEMIC PROBATION, DISQUALIFICATION REINSTATEMENT

Probation and Disqualification

Students who do not make normal progress in completing required degree courses, or whose academic performance does not meet specified norms, in terms either of units completed or of grades achieved, will be placed on probation or disqualified from further attendance at the University. These norms are:

	Probation			*Disqualification*		
	*Quarter Units Completed**		*Grade Points Below C*	*Quarter Units Completed**		*Grade Points Below C*
By end of 3rd term	Less than 36 q.u.	OR	Down 7-15 g.p.	Less than 28 q.u.	OR	Down 16 g.p.
By end of 6th term	Less than 76 q.u.	OR	Down 7-15 g.p.	Less than 64 q.u.	OR	Down 16 g.p.
By end of 9th term	Less than 113 q.u.	OR	Down 7-12 g.p.	Less than 100 q.u.	OR	Down 13 g.p.
By end of 12th term	Less than 160 q.u.	OR	Down 5-12 g.p.	Less than 150 q.u.	OR	Down 13 g.p.

*Not counting courses with grades of: F, NP, I, W, +, —
Part-time students are not subject to these norms.

Reinstatement

A disqualified student may request readmission to the University, but reinstatement is rarely granted and then only by special action of the Dean of the School or College in which he or she was formally enrolled and the Committee on Academic Status.

Requests for reinstatement should be addressed to the Admissions Office and should be accompanied by a full account of the student's activities during the period of disqualification which the student judges to warrant reinstatement. Ordinarily, an academic year of full-time work will be required before such requests will be considered.

WITHDRAWAL FROM THE UNIVERSITY

Students who wish to withdraw from the University must report to the Registrar for a withdrawal form and proper instructions. They will be advised that files of such students are only kept active for one year. Should they subsequently wish to return to the University, written notice must be given to the Registrar four weeks before the registration date set for the quarter in which they intend to resume their studies. Failure to give such notice will necessitate late registration to allow time for reviewing the records and preparing necessary materials. It is understood that returning students will register in the college they were attending at the time of their withdrawal.

Students who withdraw from the University after registering for any quarter will have their records marked accordingly, as well as notice of the time of such withdrawal.

If a student attends another university during the time of absence from Santa Clara, it is his or her responsibility to arrange for the transcript to be forwarded to the Registrar for proper evaluation and recording. (Confer section on transfer credit.)

Withdrawal from the University is not officially complete until students clear all of their financial obligations wih the Office of Student Accounts. Students on deferments or National Direct Student Loans must also clear their financial obligations with the Office of Credit and Collections.

GRADUATION--UNIVERSITY REQUIREMENTS

For the conferral of a Bachelor's degree from all colleges and schools of the University of Santa Clara, students must complete successfully:

1. a. a minimum of 175 units (for the School of Engineering, 45 courses totaling a minimum of 180 units); and

   b. a minimum of 12 upper-division courses, totaling at least 60 quarter units, which are completed *after* attaining junior status (students are consdered juniors *after* the quarter in which they complete 88 quarter units. Courses in which F, NP, or - was received are not counted in these totals);
2. all courses in their major subject and all courses with an overall average of C (2.00);
3. the residency requirement of 45 units in the senior year, or complete at least 35 units in the senior year if 45 units were completed as juniors at Santa Clara;
4. a certain number of courses in religious studies: students entering the University with less than 44 quarter units are required to complete three courses in religious studies, at least one of which must be completed during the last two years; students entering with more than 43 quarter units but less than 88 must complete two courses, at least one of which must be completed during the last two years; students entering with more than 87 quarter units must complete one course before graduation;
5. curriculum requirements of their respective college or school and their major department and have the recommendation of their respective Dean. (Each college and school of the University may establish additional requirements for a Bachelor's degree. For particular graduation requirements of each college or school, please refer to the respective sections on academic information and regulations.)

GRADUATION HONORS

A candidate for an undergraduate degree who has a grade-point average of 3.45 graduates Cum Laude; one who has a grade point average of 3.70, Magna Cum Laude; one who has a grade point average of 3.90, Summa Cum Laude.

Honors will be based on all graded undergraduate courses attempted at the University of Santa Clara or elsewhere. Transfer students must complete at least two full years at the University to be eligible for honors, and honors will not be awarded superior to what would be merited by the student's record at the University of Santa Clara.

A SECOND BACHELOR'S DEGREE

Ordinarily work toward a second bachelor's degree is discouraged by the University but complete changes of objective occasionally require attainment of such an additional degree. Applicants for admission to undergraduate study for a second bachelor's degree must indicate by their previous scholastic record a strong probability of academic success in this undertaking. Admission is subject to approval of the Dean of the School or College in which work is to be done. A minimum of forty-five quarter-units beyond the first bachelor's degree is required. Financial aid is normally not available to students seeking a second bachelor's degree.

RIGHTS RESERVED

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

Academic Programs

HONORS PROGRAM

The Honors Program is designed to meet the University's responsibility to its superior students by enabling them to pursue an Honors curriculum while majoring in any field. Lower division study for Honors Program students is a combination of seminars, limited to about 15 students, and lecture courses which presuppose work beyond the usual high school level. In junior and senior years Honors Program students work intensively in their areas of specialization. Much of their upper division work will be in seminars and directed research. Various Pass-Fail options encourage better use of electives outside their major fields. Special counseling opportunities and registration privileges are available for Honors Program students which enable them to create the curricula best suited to their abilities, preferences and future professional needs.

Students are considered for admission to the Honors Program on the basis of their high school records, class rankings, Scholastic Aptitude and Achievement Test scores, letters of recommendation, expressed interest and, when possible, interviews with the Director of the Program and faculty members. A 3.50 high school grade point average and a 1350 SAT total score (including a 650 verbal score) are the ordinary requirements for acceptance into the Program. The number of freshmen admitted to the Honors Program is limited to forty each year. To remain in the Program, students must satisfy their instructors that they are doing work of Honors caliber as well as maintain a 3.0 cumulative grade point average.

Toward the end of their freshman year, Honors Program students who have demonstrated exceptional academic responsibility are designated Honors Scholars, are released from college and departmental requirements, and are permitted to follow a personalized program of studies during their next three years. Honors Scholars are chosen and counseled by a committee made up of their Dean, Department Chairperson, and the Director of the Honors Program.

The awards "Honors at Entrance" and "Acceptance with Honors" which the University awards to high school students at high school commencement ceremonies do **not** constitute admission to the University Honors Program, nor are they related to the Honors Program in any other way.

PRE-MEDICAL PROGRAM

Admission to medical school is not dependent on any particular undergraduate concentration, nor is it guaranteed by graduation from Santa Clara. Programs which satisfy the requirements prescribed by the Council of Education of the American Medical Association are offered by most of the departments in the College of Science including Biology, Chemistry, and Physics as well as some of the departments in the

College of Humanities. Although the curriculum may be arranged in such a way that the student may comply with the requirements for entrance to medical schools in three years, nevertheless, medical schools generally prefer that the students spend four years in preparation and include such cultural courses in their programs as will better fit them for the practice of medicine. The Pre-medical Advisor of the Biology Department, in conjunction with the students' own academic advisors, will assist them in preparing their programs in the major of their choice. Prospective applicants for admission to medical schools are urged to study MEDICAL SCHOOL ADMISSION REQUIREMENTS OF U.S.A. AND CANADA which is published each year and is available from the Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036.

PRE-DENTAL PROGRAM

Pre-dental programs meeting all the requirements for entrance into dental schools are offered by most of the departments in the College of Science including Biology, Chemistry, and Physics as well as some of the departments in the College of Humanities. The Pre-dental Advisor of the Biology Department, in conjunction with the students' own academic advisors, will assist them in preparing their own programs in the major of their choice. ADMISSION REQUIREMENTS OF U.S. AND CANADIAN DENTAL SCHOOLS is published each year and is available from the American Association of Dental Schools, 1625 Massachusetts Ave. N.W., Washington, D.C. 20036.

PRE-LEGAL PROGRAM

There is no one best preparation for the study of law. Admissions officers in the best law schools look to breadth of background and quality of work. All concerned with the law and its teaching, however, agree that the ability to write and to speak with clarity and precision is of paramount importance. A course in accounting is useful to those who intend to pursue corporation law. As for the other preparation, a broad foundation in the social sciences, coupled with a careful selection of courses in English, history, and speech, is most desirable. The precise selection of courses will vary with the major and with the different needs and aptitudes of the student.

PRE-TEACHING PROGRAM

Preparation for prospective teachers is offered by the Department of Education. The Department assists candidates to plan their undergraduate programs so as to include courses that will meet the requirements for the California State teaching credentials.

COLLEGE OF HUMANITIES

Joseph L. Subbiondo, M.A., *Acting Dean*

The College of Humanities confers the degree of Bachelor of Arts in English, Fine Arts, French, General Humanities, German, History, Italian, Music, Philosophy, Religious Studies, Spanish, and Theatre Arts.

The College of Humanities, through its Graduate School, also offers programs leading to the California State teaching credentials and confers the degree of Master of Arts in Education, English, and History. A full description of all graduate programs is offered in the *Bulletin of the Graduate School of Humanities*.

GRADUATION REQUIREMENTS

The College of Humanities requires that for a Bachelor of Arts degree the candidate complete 175 quarter units; of these at least 60 must be earned in upper division courses taken during the junior and senior years.

In order to guarantee, as far as possible, that all graduates of the college are trained in certain basic skills and are exposed to sufficient breadth and depth of learning in the liberal arts, the faculty of the college have established the following core of general education requirements. These must be completed, normally during the first two years, in addition to the university's requirement in Religious Studies and in addition to the requirements in the major subject.

1. ENGLISH COMPOSITION. Eight units, normally English 1 and 2.
2. SCIENCE. Eight units, four of which must be earned in a hard science (biology, chemistry, engineering, or physics) and four of which may be taken in mathematics, statistics, or computer science.
3. FOREIGN LANGUAGE. Twelve units or completion of course 3 in a single classical or modern foreign language. Students who choose to continue the study of a language begun in high school may not repeat course 1 for credit. Those who successfully completed four years of foreign language study in high school are exempt from this requirement.
4. SOCIAL SCIENCE. Four units in any social science.
5. PHILOSOPHY. Four units, normally Philosophy 4 or 5, but alternatively 1 or 2.
6. CREATIVE OR PERFORMING ART. Four units in one of the creative or performing arts, such as music, dance, theatre, creative writing, or fine arts. The purpose of the requirement is not to teach a skill but to encourage the exercise of creative expression. Courses such as art history, introduction to drama, or choreography will not satisfy this requirement. Speech courses and introduction to music, because it includes laboratory work, will be accepted.
7. THE HUMANITIES REQUIREMENT. Twelve units, earned outside the major department, in *one* of the following sequences of interdisciplinary courses:

   African Civilization (History 55, 56, 57),
   Asian Civilization (History 51, 52, 53),

History of Western Art (Fine Arts 71, 72, 73),
History of Philosophy (Philosophy 1, 2, 3),
Latin American Civilization (History 61, 62, 63),
Western Civilization (History 4, 5, 6),
Western World Literature (English 61, 62, 63).

COLLEGE OF HUMANITIES
DEPARTMENT OF THE CLASSICS

Helen E. Moritz, Ph.D., *Chairwoman*

Professors Emeriti: Walter J. Kropp, S.J., George J. Sullwold
Assistant Professors: Helen E. Moritz, Barbara Pavlock
Lecturer: John R. Dunlap

A student, after consultation with any member of the department faculty, may take any course for credit which suits his or her needs and preparation. Many students may wish to study Classics as a complement to other majors such as Philosophy, History, English, or Art, or for their own enrichment.

Majors in any one of four programs in Classics (Latin, Greek, Latin and Greek, Classical Studies) are available under the aegis of the General Humanities Program, provided the requirements of that Program are met. Because course offerings in any one term are limited, students wishing a Classics major are encouraged to plan their curriculum in consultation with the chairwoman at the earliest possible date. It is strongly recommended that all Classics majors fulfill the core curriculum requirement with Classics/English 61, English 62, 63, Literature of the Western World.

CLASSICAL LANGUAGES AND LITERATURES

These programs concentrate on the study of Latin and/or Geek and the literature surviving in those languages, and are supported by courses in other aspects of ancient literature and civilization.

It is desirable that Classical language majors have at least a minimal familiarity with both ancient languages. Therefore, although courses in the major coincidentally satisfy the College foreign language requirement, programs A and B in effect stipulate that the Elementary sequence in the second ancient language be taken in place of the College foreign language obligation.

Recommended electives for either program: lower division-- Classics 65, Mythology; Art History 71, Ancient and Medieval; Philosophy 1, Ancient and Medieval; upper division--History 117, 118, 119 (Greek and Roman); Classics 162, Classical Drama; Classics 163, Classical Epic.

Program A. Latin or Greek. Students must complete a miniumum of 12 courses in the language of concentration, of which 3 courses may be the Elementary sequence, and *in addition* should complete at least the Elementary sequence in the second ancient language. In other words, this program requires a minimum of 9 upper division courses in a single language.

Program B. Latin and Greek. Students must complete at least 12 courses in Latin and Greek, with no less than 6 in either language, but no more than 3 in an Elementary sequence. Thus, if the student begins both languages after entering college, the second Elementary sequence must be completed *in addition to* the 12-course requirement. In other words, this program requies 9 upper division Latin and Greek courses, with no less than 3 of these in a single language.

Study of Latin or Greek in high school may be credited toward the fulfillment of up to three language courses required for these programs; this is arranged on an individual basis.

CLASSICAL STUDIES

The program in Classical Studies is prepared in consultation with an advisor (usually the Chairman of the Classics Department), and will ordinarily include the following:

Minimum of three courses in Latin or Greek, which may be the Elementary sequence in either language;
Literature of the Western World I, II, III as the core curriculum;
At least 12 additional courses, 9 of them upper division, chosen to form a coherent program; these may include courses in ancient literature, history, philosophy, and art, and in literary theory, General Humanities, and comparative literature. The upper division History series 117, 118, 119, Greek and Roman History, is strongly recommended. Upper division courses in Latin or Greek may satisfy part of this requirement.

Courses in Latin

11,12. ELEMENTARY LATIN I, II
Introduction to vocabulary, forms, and grammar of Classical Latin. Development of reading skills with supporting exercises in writing. No language laboratory.

13. ELEMENTARY LATIN III
Completion of Latin grammar. Introduction to reading Latin literature.

111. ADVANCED LATIN I
Rapid review of Latin grammar. Especially for students wishing to refresh their high school Latin.

112. ADVANCED LATIN II
Reading in a variety of Latin prose and poetry. Recommended entry course for most students with four years of high school Latin. Together, Classics 111 and 112 complete the College of Humanities language requirement for students with two or three years of high school Latin.

114. LATIN PROSE
Specified works of such authors as Caesar, Cicero, Livy, Tacitus, Petronius. Usually offered once annually.

115. LATIN POETRY
Specified works of such authors as Terence, Plautus, Vergil, Catullus, Horace, Ovid, Juvenal, Lucretius, and the elegiac poets. Usually offered twice annually.

116. LATIN COMPOSITION
Systematic practice in Latin prose syntax and idiom.

All courses numbered above 11 may be repeated for credit.

Courses in Greek

21,22. ELEMENTARY GREEK I, II
Introduction to vocabulary forms, and grammar of Attic Greek. Development of reading skills with supporting exercises in writing. No language laboratory.

23. ELEMENTARY GREEK III
Completion of Greek grammar. Introduction to reading Greek literature.

124. GREEK PROSE
Specified works of such authors as Plato, Herodotus, Thucydides, and the orators. Usually offered once annually.

125. GREEK POETRY
Specified works of such authors as Homer, Euripides, Sophocles, Aeschylus, and the lyric poets. Usually offered twice annually.

126. GREEK COMPOSITION
Systematic practice in the syntax and idiom of Attic prose.

150. DIRECTED READING IN LATIN OR GREEK
With permission only.

All courses numbered above 23 may be repeated for credit.

Specific authors and texts for Latin 114 and 115 and Greek 124 and 125 are announced in the time schedules.

Courses in English

50. TECHNICAL TERMINOLOGY
An introduction to technical vocabularies, especially in life sciences, through their roots and origins in Greek and Latin.

61. SURVEY OF CLASSICAL LITERATURE
See English 61. Greek and Latin literature from Homer through St. Augustine.

65. CLASSICAL MYTHOLOGY
See English 65.

162. CLASSICAL DRAMA
See English 110.

163. CLASSICAL EPIC
The *Iliad* and *Odyssey, Argonautica, Aeneid,* and *Epic of Gilgamesh* in translation. Characteristics and historical development of epic genre and epic hero. As English 140, called Hero in Antiquity.

164. WOMEN IN ANTIQUITY
Greek and Roman women from prehistoric times through the Roman Empire, from domestic, legal, and cultural perspectives. Special attention to select women of note.

190. DIRECTED READING OF LITERATURE IN TRANSLATION
With permission only.

COLLEGE OF HUMANITIES
DEPARTMENT OF EDUCATION

John T. Colligan, Ph.D., *Chairman*

Professor: Gerald E. McDonald
Associate Professors: Kenneth E. Blaker, William W. Yabroff
Visiting Associate Professor: Brian P. Hall
Assistant Professors: John T. Colligan, Joyce A. Gerard, Barry W. Hayes, Jerome Kroth,
Jo Ann Vasquez
Mary Anne Wakefield, Carol E. Witherell, Lawrence Wolfe
Research Associate in Education: Maria T. Delgado
Lecturer/Research Associate: Patricia Montiel Overall

Pre-Teaching Advisement

Undergraduate students who wish to enter the teaching profession are urged to attend the orientation lectures and the seminars provided by the Department of Education. Several academic departments in the Colleges of Humanities and Sciences have designed curricula for prospective teachers. These programs are described in greater detail below. Students who aspire to teaching are encouraged to seek advisement from their major departments and from the Department of Education during their undergraduate studies in order to prepare themselves for studies leading to a teaching credential.

The California Teacher Preparation and Licensing Law of 1970, commonly referred to as the Ryan Act, guides policy in teacher preparation and credentialing in our state.

Teaching Credential Program

The University of Santa Clara is accredited by the California Commission for Teacher Preparation and Licensing to recommend qualified candidates for a credential to teach in public schools. The teacher education program at Santa Clara consists of a fifth year of study that includes coursework in professional education and student teaching. Candidates are accepted only for the fall quarter.

The credential program includes both the Single Subject Credential (primarily for secondary school teaching) and the Multi-Subject Credential (primarily for elementary school teaching). For both credentials, the minimum requirements include:

1) A baccalaureate degree or higher degree, except in professional education, from an approved institution.
2) An approved program of professional preparation.
3) Completion of an approved academic program in the appropriate subject area(s) for the desired credential, or passage of a subject-matter examination.
4) Demonstration of a knowledge of the various methods of teaching reading, by completion of approved coursework or passage of a Commission-approved reading examination.

Students are occasionally able to complete the requirements for a preliminary teaching credential within four years, rather than five, although completion of a fifth year of study is required for a Clear (permanent) Credential. This option requires careful planning from the first year of study.

Students who plan to obtain a Specialist Credential, such as in Reading or Special Education, must first obtain a basic teaching credential.

UNDERGRADUATE PREPARATION FOR CAREERS IN TEACHING

Preparation for the Multi-Subject Credential Program: The General Humanities Major

Students who are interested in a career in elementary teaching may fulfill the undergraduate requirements of an approved multiple subject program (the first and third requirements listed above) by becoming General Humanities majors and maintaining a 2.5 grade point average. The requirements of this major include 32 quarter units in each of four areas: English and communications skills; social sciences; humanities and the fine arts, including foreign languages; and mathematics and the physical/life sciences. Some specific courses are required. These are described in an advising brochure.

Students are sometimes able to complete the requirements of this program while enrolled in another major, although this requires careful planning and often additional coursework. Consult with the Director of the General Humanities Program or the Director of Teacher Education for advising, after discussing this option with your major advisor.

A formal academic program proposal must be submitted to the Director of the General Humanities program by the middle of the junior year.*

Preparation for the Single-Subject Credential Program

Students who are interested in a career in secondary teaching in a particular subject area may fulfill the requirements of one of nine approved single-subject academic programs on campus (thus fulfilling the first and third requirements listed above). These subject categories include Mathematics, Biology, English, History, Chemistry, Physics, Psychology, Sociology/Anthropology, and Combined Sciences. An approved program in French and Spanish has recently been submitted for Commission approval. Students should indicate their interest in teaching to the appropriate advisor within their major and consult with the Director of Teacher Education for further advisement during their junior or senior year.*

The General Humanities Major with an Emphasis in Bilingual/Crosscultural Education

The General Humanities Major with an Emphasis in Bilingual/Crosscultural Education can provide an excellent major for the student interested in a teaching career

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*Students who do not complete one of the approved subject area programs, but are interested in a teaching career, must instead pass the National Teacher Examination in the appropriate subject area(s).

in bilingual/crosscultural education. Its flexibility allows the student to take a broad range of courses which provide preparation for teaching all subject matter areas in the elementary classroom in addition to developing skills in Spanish and English communication.

Overview of the Program

A General Humanities Major who is interested in a bilingual/crosscultural education teaching career is required to take a minimum of 32 quarter units in each of the four categories required by the Ryan Act, i.e., English, social science, humanities/fine arts, and math/science. Included in the English category are courses in English composition, grammar, linguistics, literature, and speech. Included in the social science category are courses in history, psychology, sociology, anthropology, economics, and political science. Included in the humanities/fine arts category are courses in Spanish, music, art, philosophy, religious studies, and drama. Included in the math/science category are courses in mathematics, accounting, natural and physical science and scientific courses in other departments.

Program Objectives

The objectives for students in the General Humanities Major with an Emphasis in Bilingual/Crosscultural Education are the following:

A) To complete the courses required for fulfillment of the "liberal/diversified major" as designated by the Ryan Act.

B) To attain levels of proficiency in Spanish listening, speaking, reading, and writing skills, in order to obtain a Certificate of Bilingual Proficiency.

C) To engage successfully in field experience in the bilingual/crosscultural classroom.

For additional information regarding admission and proposal acceptance, contact the Director of Bilingual/Crosscultural Education in the Education Department.

THE FIFTH YEAR CREDENTIAL PROGRAM

Admission requirements for the credential program are as follows:

1. Academic achievement: the candidate must have an overall grade point average of 2.75 and 3.0 in the major. The candidate must possess an acceptable major, that is, one which the University of Santa Clara is approved to recommend for a credential.
2. Mental, emotional, and physical fitness.
3. A positive attitude toward the teaching profession and its responsibilities.
4. A demonstrated competence in reading, writing, and speaking English as attested to by course work or at least two full-time faculty members.
5. A written statement confirming absence of criminal conviction that would preclude the issuance of a credential.
6. Written recommendations: three letters of recommendation from among the following:

   University of Santa Clara professors from the student's major field, teachers in elementary or secondary schools under whom the student has completed practicum work (required), former or current employers.

7. Interviews: with the Director of Teacher Education and another full-time faculty member of the Education Department.
8. Verification of successful practicum work and/or experience with children or youth groups.
9. A written essay to be completed at the tme of the interview.

Final Deadline for admission: May 1, for Fall Quarter entry.

Since the Teacher Education Program is limited in enrollment, accepted candidates must reserve a place in the program by depositing $50 before June 1. This nonrefundable deposit will be applied to the candidate's tuition.

Consult the *Bulletin of the Graduate School of Humanities* for a description of courses within the credential program.

98/198.01 and 98/198.02. PRACTICA IN EDUCATION

To clarify: 98/198.01 (elementary); 98/198.02 (secondary). Opportunity for working as teacher aides in elementary and secondary classrooms. Includes discussion seminars and directed readings. Permission of Education Department required at registration. Recommended: 112 or 119 or 163. Not open to freshmen.

198.03. PRACTICUM IN EDUCATION (BILINGUAL/CROSSCULTURAL)

Opportunity for working as teacher aides in bilingual/crosscultural education classrooms. Includes discussion seminars and directed readings. Permission of Bilingual/Crosscultural Education Program Director required. Recommended: 112 or 119 or 163. Not open to freshmen.

112. EDUCATION IN AN ERA OF CHANGE

An analysis of the status and direction of American education in the middle decades of the twentieth century. Stress is placed upon examining the nature and conditions of current school conflict and recent criticisms of the public school system. Open to sophomores with permission at registration.

119. PSYCHOLOGY OF EDUCATION

Students will learn how psychological inquiry contributes to education, including learning about the modes of psychological investigation, human development and readiness for learning, fundamental learning processes, and instructional planning, motivation and evaluation. In addition, the course examines the place of attitudes and feelings in teaching.

163. INTRODUCTION TO TEACHING IN A MULTI-CULTURAL SOCIETY

Introduces the student to public school curriculum and instruction in a multicultural setting. Students are engaged in directed practica in school settings while participating in seminar sessions which focus on cultural learning styles, bilingual/crosscultural programs, components of multicultural curriculums, and other field-related problems and issues. Open to sophomores with permission at registration

COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH

Francis X. Duggan, Ph.D., *Chairman*

Professor Emeritus: George J. Sullwold
Professors: James P. Degnan, Francis X. Duggan
Associate Professors: John H. Gray, S.J., Christiaan Lievestro, Elizabeth J. Moran, Charles T. Phipps, S.J.
Assistant Professors: Diane E. Dreher, Mary Judith Dunbar, Jesse M. Gellrich, Edward D. Gross, Felton G. O'Toole, S.J., Theordore Rynes, S.J., Joseph L. Subbiondo, Frederick Tollini, S.J.
Visiting Assistant Professor: Carolyn A. Naylor
Lecturers: Mary Ann Aschauer, Linda W. Brown, John R. Dunlap, Richard R. Jesson, Jr., Paul S. Lake, Anne B. Long, Richard J. Murphy, Jr., Carol Rossi

Bachelor of Arts

The departmental course requirement for an English major is 5 lower-division English courses, in addition to the 2 composition courses required by the College of Humanities, and 8 upper-division English courses. Students are advised to choose their courses from within one of the programs described below.

Lower-division requirements:

Except as noted for Programs C and F, lower-division course requirements for all programs are any 5 courses from the following 6:

21, 22, 23 The Nature of Literature

61, 62, 63 Literature of the Western World

The Literature of the Western World, which is one of the "core curriculum" sequences in the College of Humanities, does not satisfy the core curriculum requirements for English majors, who must follow a core curriculum sequence in some other department in the Humanities.

Program A: English Literature

Program A is the standard English Major. It is designed for students planning to continue their study beyond the B.A. degree, and it is a good program for the general student. Its distinctive feature is that it concentrates on major authors, theory, and the earlier periods of English literature. Upper-division requirements are 8 upper-division courses distributed as follows:

3 period courses from 155 (or 152), 156 (or 116, 117, 118), 159, 160, 161.

2 major authors (Chaucer, Shakespeare, Milton): 116, 117, 118, 152, 158.

1 literary theory: 104 or 187.

The remainder from other upper-division literature courses.

Program B: General English

Program B, although it also meets entrance requirements for graduate schools in English, is a more general program. It is especially suitable for students planning to obtain teaching credentials, to do further study in journalism or in language and linguistics, or to enter law school. The heart of the program is a three-course sequence

in closely related subjects. The 8 upper-division courses should be distributed as follows:

1 in major authors (Chaucer, Shakespeare, Milton): 116, 117, 118, 152, 158.

3 courses from one of these nine groups:

a. Language and linguistics: 101-103.
b. Writing: 171-180.
c. Fiction: 134, 146, 164, 165.
d. Drama: 110-119.
e. American literature: 119, 130-134, 149.
f. Medieval literature: 103, 152, 155.
g. Renaissance literature: 113, 116, 117, 118, 156-158.
h. Other periods: 112, 114, 159-162, 167.
i. Comparative literature: 110, 112, 143-148, 155.

4 other upper-division English courses. Especially recommended: 104.

Program C: American Literature

Program C is designed for students with a special interest in their American heritage. It is suitable for pre-law students as well as for the general student. A number of universities offer graduate programs in American Studies.

Lower-division requirement: 5 courses from 2 sequences.

Either 2 or 3 of these courses must be in the Nature of Literature (21, 22, 23); the other 2 or 3 may be in *either* the Survey of American Literature (36, 37, 38) or the Literature of the Western World (61, 62, 63).

Upper-division requirement: 8 courses distributed as follows:

4 from 119, 130-134, 149.

4 other upper-division English courses.

Recommended lower-division or upper-division electives: courses in American history, philosophy, religion, political science, sociology, or economics.

Program D: Dramatic Literature

Program D is a cooperative program of the Departments of English and Theatre Arts. It is recommended for students interested in drama and intending to continue study or to enter a professional career in drama, dramatic literature, dramatic criticism or journalism. Though not recommended for students planning graduate study in English literature in general, the program is suitable for those planning to obtain a teaching credential or an MAT in English. Upper-division courses should be distributed as follows:

4 from 110, 111, 112, 113, 114, 119, 186.

1 Shakespeare: 116, 117, 118.

3 other upper-division courses in English or Theater Arts.

Program E: Comparative Literature

Program E is designed for the student whose interests in literature go beyond English and American literature. It is especially suitable for students taking a junior year abroad and is excellent preparation for teaching and graduate study. Upper-division course requirements are the following:

English 144 and 145.

2 from English 104, 143, 146, 147, 148, 155.
4 upper-division courses in the literature of a foreign language; courses in language or linguistics do not meet this requirement.
Recommended:
Courses in a second foreign language, preferably Latin or Greek.
Upper-division English electives, especially 116, 117, 118, 152, 158

Program F: Writing

Program F is intended for the student planning further study or professional work in journalism or other types of writing.

Lower-division requirements:
Same as for Programs A, B, D, and E, except that 2 courses from the groups 71, 74, 75 may be substituted for two courses in the sequences 21, 22, 23 and 61, 62, 63.

Upper-division requirements:
4 from 170-180.
4 upper-division English courses in literature.

Program G: Single-Subject Credential or "Waiver" Program

The State of California reuires that students seeking a credential to teach English in California secondary schools, besides completing a fifth year of studies and student teaching, either pass a State examination in English or complete a State-approved program of studies in the subject. Program G is a State-approved program; the examination is waived for students who complete it. The general requirements of a State "waiver" program are that 10 percent of the course work be in oral communication, 20 percent in language studies (e.g., linguistics or grammar), 30 percent in written composition, and 40 percent in literature; the waiver program in any particular institution may require specific courses or studies within these four categories (e.g., Shakespeare or American literature within the category of literature). Thus, the requirements of the State of California "waiver" program in English are expressed in University of Santa Clara courses as follows: two courses in language studies, two in American literature, one in Shakespeare, one in ethnic literature, one in composition, and one in speech.

This department's Program G combines these State requirements with the ordinary requirements of the English department major program (five lower-division and eight upper-division courses). Unless Program G specifies courses that the student must take in fulfilling State requirements, any of these requirements may be fulfilled in either lower-division or upper-division courses (provided both lower- and upper-division courses are offered in a subject). Some courses in the English department curriculum will fulfill two "waiver" requirements simultaneously (e.g., Eng. 49, Afro-American Literature, is a course in both ethnic and American literature, and Eng. 37 and 38 in the Survey of American Literature sequence, because each includes selections from American Indian and Black writers, simultaneously fulfill requirements in ethnic and in American literature).

Some requirements for the "waiver" credential in English may be fulfilled in courses in other departments (e.g., in courses, whenever they might be offered, in Black literature or Chicano literature in the Ethnic Studies Department, or in Chicano

literature in the Modern Languages Department). The important thing is that the student complete two sets of overlapping requirements--one of specific subjects required for the State of California "waiver" credential, the other of courses (or units) required of an English major in this University.

Lower division requirements:

And 4 courses from two of the following sequences (one complete sequence is recommended):

Nature of Literature (courses 21, 22, 23);
Survey of American Literature (36, 37, 38);
Literature of the Western World (61, 62, 63).

1 other English course (recommended: Eng. 48 or 49, if the student does not take 37 or 38 or an ethnic literature course in another department).

Upper division requirements:

2 in language and linguistics from 101, 102, 103.
1 in composition: 178.
5 other courses in English; these must include:
2 in American literature from 119, 130-34, unless the student has had 2 lower division courses;
1 in Shakespeare, unless the student has had Eng. 44.

Courses in other departments:

1 course in speech: Theatre Arts 1 or 63.

Honors Program

Students majoring in English may participate in the University Honors Program. The Department of English offers special courses or sections of courses restricted to Honors students. It also permits Honors students majoring in English to begin in their sophomore year taking courses ordinarily restricted to juniors and seniors.

Note: Authors and topics listed in the following course descriptions are typical rather than definite. Not all of them are necessarily included in a respective course every time it is offered, and others not listed here may be included. Some courses are offered every year; all, ordinarily, are offered at least once every two years.

1. COMPOSITION AND RHETORIC I
Expository writing for college students. Readings in selected modern essays. NCX*

2. COMPOSITION AND RHETORIC II
Argumentation and research writing. Readings in selected modern essays. NCX*

3. COMPOSITION AND LITERATURE
Continued practice in composition through critical and research writing on literary topics. Readings in imaginative literature. NCX*

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*Exempted from challenge.

4, 5. GUIDED WRITING I, II
Courses in composition for students with special linguistic problems. Substitutes for English 1 and 2. NCX*

9, 10. CRITICAL COMPOSITION I, II
Composition in literary topics for freshmen in the University Honors Program. Substitutes for English 1 and 2. NCX*

11, 12, 13. ENGLISH FOR FOREIGN STUDENTS
English for non-native speakers. The courses begin with reading and aural comprehension and progress through written composition. English 11 and 12 substitute for English 1 and 2. Students in English 11 are graded P/NP only. NCX*

21, 22, 23. THE NATURE OF LITERATURE I, II, III
Introduction to the study of literature through critical reading of and writing about imaginative literature in various genres, modes, and styles. The courses concentrate respectively on lyric and epic, comedy and tragedy, realism and romance. Prerequisites: Eng 1 and 2.

36, 37, 38. SURVEY OF AMERICAN LITERATURE I, II, III
Historical study of American literature from colonial times to the present.

43. POETRY
Introductory study of English lyric and short narrative poetry.

44. SHAKESPEARE
Readings in selected major tragedies, comedies, and chronicle plays.

48. AFRICAN LITERATURE
Contemporary literature of Black sub-Sahara Africa: Achebe, Soyinka, Mphahele, Abrahams, Nugugi, Tutuola.

49. AFRO-AMERICAN LITERATURE
Literature of Black America in the 20th century. Toomer, Wright, Ellison, Kelley, Gaines, Demby, Ward, Baldwin, Jones.

60. INTRODUCTION TO DRAMA
See Theatre Arts 60.

61, 62, 63. LITERATURE OF THE WESTERN WORLD I, II, III
Historical survey of Western literature from the ancient Greeks to the 20th century. Satisfies the "core curriculum" requirement of the College of Humanities.

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*Exempted from challenge.

65. MYTHOLOGY
A study of classical mythology, with consideration of literary, psychological and anthropological implications.

67. MODERN NOVEL
Readings in selected 20th century novels, chiefly from continental European literatures.

71. CREATIVE WRITING
Introduction to the writing of poetry and fiction. Prerequisites: Eng 1 and 2. NCX*

72. EXPOSITION
Intermediate course in the techniques of expository writing. Prerequisites: Eng 1 and 2. NCX*

74, 75. JOURNALISM
Writing for newspapers and magazines, with special emphasis on feature and editorial writing. Prerequisites: Eng 1 and 2. NCX*

81, 82, 83. LITERARY TOPICS I, II, III
Studies of special topics in literature.

91. SEMANTICS
Introduction to the study of meaning: denotation, connotation, symbolism, context, presupposition, intention, and pragmatics.

101. LINGUISTICS
General survey of the science of linguistics: phonology, morphology, syntax, grammar, and usage.

102. MODERN GRAMMAR
Analysis of the basic problems of describing grammatical structure; traditional, structural, and transformational-generative grammars.

103. HISTORY OF THE ENGLISH LANGUAGE
The origin, structure, and development of the English language. Special attention to the morphology and syntax of Old English.

104. THEORY OF LITERATURE
Study of literary theory from Aristotle to the present.

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*Exempted from challenge.

110. CLASSICAL DRAMA
Greek and Roman plays in translation. Aeschylus, Sophocles, Euripides, Aristophanes, Seneca.

111. CONTINENTAL DRAMA
See Theatre Arts 111.

112. MODERN DRAMA
See Theater Arts 112.

113. ENGLISH DRAMA I
Non-Shakespearean drama in England to 1660: medieval drama, Marlowe, Ford, Webster, Jonson.

114. ENGLISH DRAMA II
Drama in England since the Restoration. Dryden, Wycherley, Congreve, Sheridan, Shaw, Eliot, and selected contemporary playwrights.

116. SHAKESPEARE'S TRAGEDIES

117. SHAKESPEARE'S COMEDIES

118. SHAKESPEARE'S HISTORIES AND SONNETS

119. AMERICAN DRAMA
See Theatre Arts 119.

130, 131, 132. STUDIES IN AMERICAN LITERATURE I, II, III
Intensive studies of selected authors, movements, or problems in American literature.

133. AMERICAN POETRY
Historical study of American poetry. Taylor, Bryant, Poe, Emerson, Longfellow, Whitman, Dickinson, Robinson, Frost, Eliot, Stevens.

134. AMERICAN NOVEL
Historical study of the American novel. Cooper, Hawthorne, Melville, Twain, James, Dreiser, Faulkner.

143, 144, 145. COMPARATIVE LITERATURE I, II, III
Studies in the forms, themes, and styles of continental European literature and their influence on English literature.

146. MODERN FICTION
Selected works of continental, English, and American fiction that are peculiarly modern in sensibility or style. Flaubert, James, Proust, Joyce, Gide, Kafka, Mann, Woolf, Faulkner.

147. THE BIBLE AND LITERATURE
Selected readings in the Old and New Testaments. Attention to the history, theology, and nature of narrative forms in both Testaments. Biblical writing contrasted with mythology and fiction.

152. CHAUCER

155. MEDIEVAL LITERATURE
A study in translation of English literature from the Norman Conquest to 1485. Beowulf, medieval drama, Sir Gawain, Langland, Chaucer, Malory.

156. RENAISSANCE
Non-dramatic literature of England from 1485 to 1603. Sidney, Spenser, Marlow, Shakespeare, and others.

157. SEVENTEENTH CENTURY
Non-dramatic literature of England from 1603 to 1660. Jonson, Donne, Herrick, Milton, Marvell, Herbert, Browne.

158. MILTON

159. NEO-CLASSICAL LITERATURE
Literature of England from 1660 to 1798. Dryden, Pope, Swift, Johnson, Boswell.

160. ROMANTIC MOVEMENT
Non-dramatic literature of England from 1798 to 1832. Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats.

161. VICTORIAN LITERATURE
Non-dramatic literature of England from 1832 to 1900. Carlyle, Newman, Tennyson, Browning, Ruskin, Morris, Arnold, Pater.

162. MODERN BRITISH LITERATURE
The non-dramatic literature of England in the 20th century. Wilde, Hardy, Hopkins, Conrad, Lawrence, Eliot, Auden, Graves, Forster, Woolf, MacNeice, Thomas.

163. CONTEMPORARY LITERATURE
British and American poetry, fiction, and drama since World War II.

164. ENGLISH NOVEL I
The English novel in the 18th Century. Defoe, Richardson, Smollett, Sterne, Fielding, Austen.

165. ENGLISH NOVEL II
The English novel in the 19th Century. Scott, the Brontes, Dickens, Thackeray, Trollope, Eliot, Meredith, Butler.

167. IRISH RENAISSANCE
Irish literature in English of the late 19th and the 20th centuries. Yeats, Synge, Russell, Lady Gregory, Colum, O'Casey, Stephens, Joyce, O'Connor, O'Faolain.

170. PLAYWRITING
See Theater Arts 170. NCX*

171. FICTION WRITING
A workshop in the writing of fiction, with emphasis on the short story. Prerequisites: Eng 1 and 2. May be repeated once for credit. NCX

172. POETRY WRITING
A workshop in the writing of poetry. Prerequisites: Eng 1 and 2. May be repeated once for credit. NCX*

173. ADVANCED COMPOSITION
Exposition, argumentation, description, and narration. For juniors and seniors desiring to improve their writing skills. Prerequisite: Eng 1 and 2. NCX*

174, 175. MAGAZINE JOURNALISM I, II
Workshops in writing for magazines and periodicals. English 174 treats profile, argumentative essay, essay review, and satirical essay. English 175 treats in-depth and investigative reportage. Prerequisites: Eng 1 and 2. NCX*

176. WRITERS' WORKSHOP
Workshop and tutorial for students with demonstrated superior talent in fiction and non-fiction. Enrollment by permission of the instructor. May be repeated once for credit. NCX*

177. ARGUMENTATION
Deductive, inductive, and persuasive writing. Recommended for pre-law and other pre-professional students planning careers requiring skill in these forms of writing. Prerequisites: Eng 1 and 2. NCX*

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*Exempted from challenge.

178. WRITING FOR TEACHERS
A course in writing and in the teaching of writing. Recommended for students planning careers in primary or secondary education. Prerequisites: Eng 1 and 2. NCX*

179. PRACTICUM IN WRITING
Practical experience in writing; for students with demonstrated superior ability. By invitation or permission of director. May be repeated once for credit. Students are graded P/NP only. NCX*

181. SENIOR SEMINAR
A seminar in English or American literature for senior English majors. Admission by invitation or permission of the instructor. NCX*

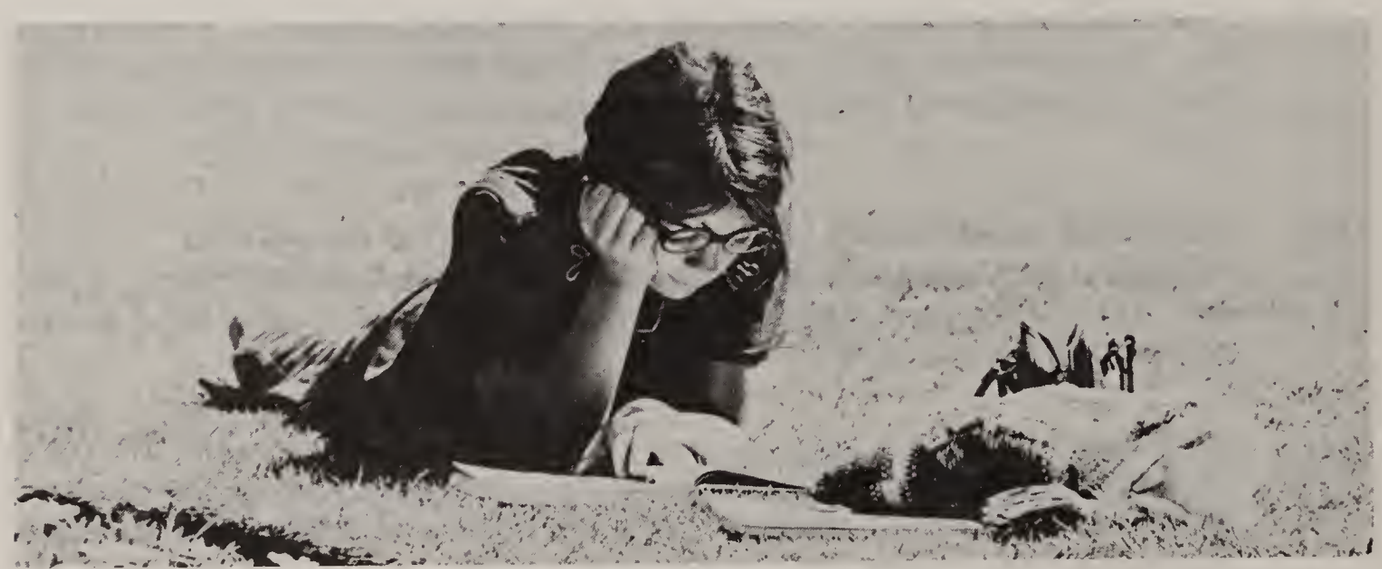
182. HONORS SEMINAR
A seminar in literature for students in the University Honors Program. NCX*

183, 184, 185. SPECIAL TOPICS IN LITERATURE I, II, III
Courses in major authors, genres, literary movements, or themes.

186. SPECIAL TOPICS IN DRAMA
See Theater Arts 186.

187. SPECIAL TOPICS IN LITERARY CRITICISM

199. INDEPENDENT STUDY
Under special circumstances and with the permission of the Department Chairman and the Dean of the college, a student may request of an instructor a course in directed reading or writing. Independent study may not be taken in a subject listed in this Bulletin. NCX*



*Exempted from challenge.

COLLEGE OF HUMANITIES
DEPARTMENT OF FINE ARTS

Gerald P. Sullivan, S.J., S.T.M., *Chairman*

Assistant Professors: Brigid S. Barton, Kristi J. Hager, Samuel R. Hernandez, Keith Walker
Lecturers: Gerald P. Sullivan, S.J., Joann M. Thompson

The Fine Arts Department offers a major program in Fine Arts with an emphasis in the Studio or in Art History.

The Studio Emphasis. The following lower-division sequence is required in the Freshman and Sophomore years: Introduction 10, Drawing 32, Sculpture 56, Photography 15 or Filmmaking, Art History 72 and 73. Six upper-division studio courses, and two upper-division art history courses are also required.

The Art History Emphasis. The following lower-division sequence is required in the Freshman and Sophomore years: Foundation 10, Drawing 32 or Sculpture 55, Sculpture 56 or Drawing 33, Art History 71, 72 and 73. Six upper-division art history courses, and two upper-division studio courses are also required.

Art majors should select one Core Curriculum sequence outside the major from either World Literature, Western Civilization, or the History of Philosophy.

Proper credentials will admit students to the art facilities until 10:30 p.m. during the school term. A lab fee may be required for all Studio courses to help defray the cost of materials.

10. INTRODUCTION TO STUDIO ART

Introduction to fundamental principles and techniques of two and three dimensional art such as concepts of color, composition, light, and the reductive, manipulative and additive methods of sculpture.

15. BASIC PHOTOGRAPHY

Introduction to photography as a creative art form. Includes study and practice of various techniques and equipment. Extensive work is required in the darkroom with an emphasis on creative expression.

21, 22, 23. BASIC FILM MAKING

Introduction to the theory and practice of film making as a creative form of expression. Course covers the various production techniques of Super-8 film.

31, 32, 33. BASIC DRAWING

Introduction to various drawing media and techniques as well as to the problems of self-expression involved in classical and contemporary drawing.

41, 42, 43. BASIC PAINTING

Introduction to the basic skills and concepts requisite for self-expression in painting media with an emphasis on color and composition as used for creation in two dimensional art forms.

51, 52, 53. BASIC CERAMICS

Introduction to three-dimensional problems, materials, and techniques including hand-building, mold-making, glazing, and firing.

54, 55, 56. BASIC SCULPTURE

Introduction to the fundamentals of art in a three-dimensional form, including materials and techniques as well as the problems of expression peculiar to this art.

61, 62, 63. BASIC SILKSCREEN

The techniques and concepts requisite for making silkscreened prints as an art form.

64, 65, 66. BASIC LITHOGRAPHY

Introduction to the techniques and concepts requisite for lithography (printing from a stone) as an art form.

67, 68, 69. BASIC ETCHING

An intaglio printing technique on metal plates through a creative process of drawing, etching with acids, and printing.

71. ART HISTORY I: ANCIENT THROUGH MEDIEVAL

This course with 72 and 73 constitutes a Core Curriculum sequence, but can be taken separately. This is a study of the civilizations of the ancient and medieval world with strong interdisciplinary emphasis. Major monuments such as the Parthenon and certain Gothic cathedrals will be treated in greater depth.

72. ART HISTORY II: RENAISSANCE THROUGH BAROQUE

This course with 71 and 73 constitutes a Core Curriculum sequence, but can be taken separately. A survey of the painting, sculpture, and architecture of the period from the Renaissance through the Baroque with a strong interdisciplinary emphasis. The art of Leonardo da Vinci, Michelangelo, Bernini, Rembrandt, and Rubens will be studied in greater depth.

73. ART HISTORY III: ROCOCO THROUGH CONTEMPORARY

This course with 71 and 72 constitutes a Core Curriculum sequence, but can be taken separately. A survey of painting, sculpture, and architecture from the Eighteenth Century to the present with an interdisciplinary emphasis. The art of Watteau, David, Courbet, Picasso, and Dali will be analyzed in greater depth.

97. SPECIAL PROJECTS

A course for lower division students who want to do an art project not covered in the catalogue. This will be under the direction of a member of the Fine Arts faculty. There will be group meetings with the teacher to discuss progress. May be repeated for credit.

101, 102, 103. PHOTOGRAPHY

Study of photography as creative, individual expression in a number of contemporary forms such as color photography, and multiple images. Extensive studio work required in addition to readings in the nature of the photographic image and its history. Prerequisite: Basic 10 or 11. Each number may be repeated for credit.

121, 122, 123. FILM MAKING

Continuation of the theory and practice of Super-8 film making stressing the achievement of personal style under direction. Prerequisite: 21, 22, or 23. Each number may be repeated for credit.

131, 132, 133. LIFE DRAWING

Drawing from life in various media stressing the techniques of composition, knowledge of anatomy, and the possibility of creative drawing. Each number may be repeated for credit.

141, 142, 143. PAINTING

Involves working in the various styles and techniques of painting to find personal styles and manner of self-expression. Prerequisite: 41, 42, or 43. Each number may be repeated for credit.

151, 152, 153. CERAMICS

A continuation of the basic course with emphasis on personal style and self-expression. Prerequisite: 51, 52, or 53. Each number may be repeated for credit.

154, 155, 156. SCULPTURE

A continuation of the basic course in sculpture. Prerequisite: A Basic Sculpture or Ceramic course. Each number may be repeated for credit.

161, 162, 163. SILKSCREEN

A continuation of the basic course. Prerequisite: Drawing or any Basic Printmaking course. Each number may be repeated for credit.

164, 165, 166. LITHOGRAPHY

A continuation of the basic course. Prerequisite: Drawing or any Basic Printmaking course. Each number may be repeated for credit.

167, 168, 169. ETCHING
A continuation of the basic course. Prerequisite: Drawing or any Basic Printmaking course. Each number may be repeated for credit.

170. ANCIENT ART
Analysis of the visual arts and culture of the ancient world with special emphasis on Greek art.

174. MEDIEVAL ART
Analysis of the visual arts and culture in the Medieval period with special emphasis on the Gothic.

175. ITALIAN RENAISSANCE ART
A study of the visual arts in Italy in the Fifteenth and early Sixteenth centuries. Individual artists such as Michelangelo, Leonardo da Vinci, Botticelli, or Masaccio may be singled out for more detailed study.

176. NORTHERN ART IN THE RENAISSANCE PERIOD
A study of the visual arts in northern Europe during the periods of the 'Late Gothic' and Northern Renaissance. The work of Jan van Eyck, Hieronymous Bosch, Pieter Bruehgel the Elder, and Albrecht Dürer will be studied in greater depth.

178. BAROQUE ART
A survey of the art of the Seventeenth Century throughout Europe, including painting, sculpture, and architecture. Special emphasis will be given to Rembrandt, Rubens, Bernini, and Velasquez.

183. NINETEENTH CENTURY ART: 1780-1880
A study of the movements of Neoclassicism, Romanticism, and Realism in the context of Nineteenth Century culture. The work of David, Delacroix, Courbet, and the Impressionists will be studied in greater detail.

184. TWENTIETH CENTURY ART: 1880-1940
An analysis of Post-Impressionism, Cubism, Expressionism, Surrealism, and other important modern movements with emphasis upon Cezanne, Picasso, Kandinsky, Duchamp, and Dali.

185. CONTEMPORARY ART: 1940-1970's
A survey of contemporary developments in the arts from Abstract Expressionism to the present, including photography, ceramics, and the more traditional arts of painting, sculpture, and architecture.

186. EARLY MODERN: 1880-1914
A more specialized course dealing in depth with artistic trends during 'La Belle Epoque'.

187. MODERN AND CONTEMPORARY: 1918-PRESENT
A more specialized course dealing in depth with artistic problems between and after the two world wars. The focus will be on either the Bauhaus, Surrealism, Realism between the wars, or upon post-war art, depending upon the quarter offered.

188. ARCHITECTURE
A study of one or more periods of architecture, i.e., Ancient, Medieval, Baroque and Modern.

197. ADVANCED SPECIAL PROJECTS
A course for advanced students who want to do an art project not covered by the courses in the catalogue under the direction of a member of the Fine Arts Faculty, and who are willing to meet in a group to discuss their progress with each other and with the teacher. May be repeated for credit.

199. INDEPENDENT STUDY
Tutorial work in the areas of Art History or Studio Art. By permission of the Chairman of the Fine Arts Department, the Dean of Humanities, and the instructor.

COLLEGE OF HUMANITIES
THE B.A. IN GENERAL HUMANITIES

Bernard J. Brown, S.J., Ph.D., *Director*

Gerald E. McDonald, Ed.D., *Co-Director for Teacher Education*

The Bachelor of Arts in General Humanities has been established for students who are preparing for careers as multi-subject (elementary school) teachers and for those who judge that none of the traditional single-subject majors fulfills their educational ambitions. A student enrolled in this program composes his or her own curriculum with the assistance of a faculty adviser. Subjects offered in the College of Humanities must predominate in the curriculum, but subjects from the other schools or colleges may well be integrated into it.

Professor McDonald of the Education Department advises those students who desire multi-subject teaching credentials and he approves their curriculum. A more detailed description of credential requirements may be found under the heading of the Department of Education.

Professor Brown acts as the general director of the program for all other enrolled students. He is assisted by a committee of faculty of the College: B. Barton (Fine Arts), H. Breidenbach (Modern Languages), D. Dahlstrom (Philosophy), F. Tollini (English), I. Mocsy (History), H. Moritz (Classics), and T. O'Keefe (History). Students who wish to be admitted to the program as candidates for the B.A. degree in General Humanities must submit a curriculum proposal to the director who will bring it to the faculty committee for a decision. In general, a student may select any one of three kinds of curricula:

(1) an interdisciplinary curriculum emphasizing two or more closely related subjects (e.g., history, literature, and sociology of a specific country or culture; aesthetics; philosophy of religion; dance therapy, etc.);

(2) an entirely original curriculum emphasizing a new discipline or major created by the student (e.g., technical writing, communications, or ethnic culture in some specified form);

(3) a "humanities core" curriculum emphasizing several of the Humanities rather than a single departmental subject. This type of program will generally be reserved for pre-law students.

This degree program adds a new flexibility to the educational structure at Santa Clara. It gives students a distinct voice in the decision-making process affecting their own education, for the only courses binding them in advance, as they sit down to plan their proposal, are those listed among the general University and College requirements.

ADMISSION

Any student in good standing who has completed at least one full term at Santa Clara may apply for admission to this degree program. The ideal time to apply is during Sophomore year. No program will be accepted after second quarter of Junior year. In other words, at time of application a student's transcript should not add up to

more than 115 quarter units. Proposal forms are available in the office of the Director and in that of the Dean of Humanities.

Students wishing to be admitted into General Humanities will, in consultation with an advisor of their own choosing from the Humanities College faculty, devise their own curriculum proposal. Each proposal should offer a sound and challenging curriculum of integrated courses; free electives may be part of such a curriculum. Students should plan at least fourteen upper division courses. In the interest of flexibility it is suggested that if students plan three upper division Philosophy courses, they specify five or six appropriate ones from which the three may be chosen as future scheduling permits.

Each curriculum proposal must begin with a clear statement of learning objectives (career plans may, but need not, enter into this). The Committee, in its deliberations, considers these statements very closely. Vague statements about human communications or personal development or learning about people will not satisfy.

In its completed form the curriculum proposal, signed by the student and his or her advisor, is submitted to the Director who in turn circulates it to the members of the General Humanities Committee for their quarterly meeting. If approved by the Committee, the proposal is forwarded to the Dean for authorization; copies are then filed in the office of the Registrar. If disapproved, the proposal will be returned to the student with a brief explanation of what was found wanting, which in some cases may be remedied and in some cases not.

An approved curriculum will be considered binding on both student and University. Once the student has completed the curriculum, he or she will be awarded the B.A. degree in Humanities. It is the student's responsibility to complete the curriculum exactly as approved, though subsequent changes may be authorized by the Director.

COLLEGE OF HUMANITIES
DEPARTMENT OF HISTORY

Steven M. Gelber, Ph.D., *Chairman*

Professor Emeritus: Edwin A. Beilharz
Professors: Norman F. Martin, S.J., Matt S. Meier
Associate Professors: Donald F. Crosby, S.J., Steven M. Gelber, Mary McDougall Gordon, Timothy J. O'Keefe, Peter O. Pierson, David E. Skinner
Assistant Professors: Peter Rupert Lighte, Gerald McKevitt, S.J., Istvan I. Mocsy Robert M. Senkewicz, S.J., Thomas P. Turley
Visiting Assistant Professor: Arthur F. Liebscher, S.J.
Lecturers: Susan Groag Bell, George F. Giacomini

Students who wish to make History their major subject, besides completing the University and College requirements, must pass twelve courses in History with an average grade of C. The major program must include four lower division and eight upper division term courses. The latter must be taken during the student's last two years. In order to assure breadth in Historical studies the History major should take a minimum of three courses in each of the following broad areas: United States, European, and non-Western/Latin American History. One seminar (98 or 198) must be taken as part of the required courses. It is strongly recommended that History 4, 5 and 6 be taken by all students who have not had a comparable course in high school.

Honor sections and upper division Independent Study courses are offered. Courses bearing both upper and lower division numbers require substantially more work from upper division students. Upper division courses are normally scheduled in alternate years.

***4, 5, 6. WESTERN CIVILIZATION**
An interdisciplinary survey of Western culture and civilization from its beginning to the present, emphasizing the institutions and historical patterns which have shaped modern civilization.

7, 8, 9. UNITED STATES SURVEY
A history of the United States tracing the major political, social, economic and expansionist trends from colonial origins to recent times.

10. EUROPEAN CULTURE AND SOCIETY
A brief introduction to European culture and civilization from the end of the Middle Ages to the beginning of the twentieth century. Chief emphasis will be on the relationships of cultural forms, in the sense of letters, the fine arts and music, and social developments.

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*This three course sequence may be taken by all non-History majors to fulfill the requirements of the humanities core curriculum. It is open to all students.

15. MODERN EUROPE I: REVOLUTIONARY ERA, 1780-1890
The French Revolution and Napoleon; Conservative reaction; and liberal nationalism; 1848 revolutions; the Industrial Revolution, socialism, and colonialism.

16. MODERN EUROPE II: TWENTIETH CENTURY, FROM 1890
The origins of World War I; the democratic triumph and the post war years; the Russian Revolution; Italian and German Fascism; World War II; contemporary Europe.

41. HISTORY OF SCIENCE AND TECHNOLOGY
The evolution of science and technology from ancient to modern times. Methods of scientific inquiry; scientific revolutions; function of science and technology in society and their impact upon man and civilizations.

46. SELECTED REVOLTS
A comparative study of the causes, successes and failures of selected revolutions and rebellions, emphasizing revolutionary leadership, ideology, and organization.

***51, 52, 53. EAST ASIAN CIVILIZATION**
A history of the civilizations of East Asia from their beginnings to the present emphasizing the development of cultures and institutions in China and Japan.

***55, 56, 57. AFRICAN CIVILIZATION**
An interdisciplinary survey of the history of African Civilization from the beginning to the present, emphasizing the development of African cultural institutions, social and political forces, and the more recent impact of western colonial societies.

***61, 62, 63. LATIN AMERICAN CIVILIZATION**
The evolution of Latin American culture and civilization from Pre-Columbian to recent times, emphasizing political, economic, and social institutions, and the forces for change and modernization.

76. AMERICAN CAPITALISM
An analysis of the philosophy and social impact of the capitalist idea as it developed in America from the colonial period to the 20th century. Explores the role of the businessman, social mobility, and some anti-capitalist ideas.

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*This three course sequence may be taken by all non-History majors to fulfill the requirements of the humanities core curriculum. It is open to all students.

81. THE MEXICAN AMERICAN
A broad history of the Mexican American in California and the Southwest. Special emphasis on the period since 1848 and on Texas, New Mexico, and California.

82. BLACK AMERICAN
A history of Black Americans from African backgrounds to the present. Students will examine and discuss basic elements in Black history.

84. WOMEN IN AMERICA
An historical survey in a broad social context of woman's life and work from colonial times to the present.

87. THE AMERICAN WEST
The West as a factor in American history, from the 17th century to the present, with emphasis on the 19th century trans-Mississippi frontier.

91.77, 92.77. HONORS COLLOQUIUM, EUROPE
Selected problems in ancient and modern European history. The methods of the historian. (Restricted to Honors Program students.)

97.77. HONORS COLLOQUIUM, UNITED STATES
Selected problems in United States history. The methods of the historian. (Restricted to Honors Programs students.)

98. LOWER DIVISION SEMINAR
An opportunity for both major and non-major lower division students to explore history in a small group discussion class. Specific subject will vary with different professors.

98.01 Antiquity
98.02 Africa
98.03 Asia
98.04 Europe
98.05 Latin America
98.06 United States

102. SOCIETY AND THE SEXES IN WESTERN CIVILIZATION
A survey of the social relationship between the sexes, including the daily lives of women in pre-industrial and industrial society, attitudes toward women in western thought, feminism, and the nineteenth century's women's movements.

117. ANCIENT GREECE
Greece from the Minoan period to the death of Alexander the Great.

118. ROMAN REPUBLIC
Rome from the origins of the city to the collapse of the Republic and the establishment of a military dictatorship.

120. WESTERN BARBARIANS, 500-1100
The barbarians of Western Europe from their first appearance on the borders of the Roman Empire to their eventual civilization.

121. CRUSADING AGE, 1000-1450
Europe from the formation of an aggressive, united Christendom to the collapse of unity with the rise of nation-states.

122. HERESY AND WITCHCRAFT, 500-1500
Heresy and witchcraft as a major mode of social as well as religious protest in medieval Europe, from the fall of Rome to the Protestant Reformation.

124, 125. MEDITERRANEAN EUROPE
A history of the Mediterranean basin, stressing its importance in the development of European societies and economics.

126. RENAISSANCE AND REFORMATION: EUROPE, 1350-1610
Autumn of the Middle Ages; the Renaissance as a cultural movement; the religious upheaval and its consequences; Europe and the Ottoman Empire; overseas expansion and the price revolution; Europe divided.

127. AGE OF REASON AND THE OLD REGIME: EUROPE, 1610-1789
Continuation of religious and dynastic struggles; advance of scientific thought and its consequences; church, state, and social structure; world empires and balance of power.

128, 129. GERMANY
A history of the social, economic, political, and cultural development of the German nation. 128, Germany from 1640 to 1890; 129, Germany from 1890 to the present.

130. IRELAND
A study of Irish history since the Reformation emphasizing conflict between the Protestant ascendancy and the Catholic population. The successive struggles for home rule and an independent republic. The modern division of Ireland.

131, 132. ENGLAND
Growth of the English state and constitution. Continental ambitions of England during the Middle Ages. Tudors and the English reformation; constitutional struggle under the Stuart monarchs; development of modern English government emphasizing political reforms of the nineteenth century; Britain's role in the modern world.

136, 137. RUSSIA
Political, social and religious formation of early Russia; the reforms of Peter the Great; Russian absolutism and the impact of Western Europe in the

eighteenth and nineteenth centuries; the Russian Revolution and economic and political developments in the Soviet Union; World War II; the Soviet Union as a world power.

142. DEMOCRACY AND TOTALITARIANISM IN 20TH CENTURY EUROPE
An intensive study of selected aspects of modern European history from World War I to the Cold War. Some familiarity with modern European history is expected as a prerequisite.

144. EUROPEAN DIPLOMATIC HISTORY
A study of the relations of major European powers since 1870, with emphasis on economic, political and social forces which influenced these relations.

151. ORIGINS AND DEVELOPMENT OF ISLAM
The prophethood of Muhammed and the Muslim Revolution. Islamic conquests and formation of Muslim institutions. The development of philosophy, law, and art during the "golden age" of Islam. Fragmentation of the Muslim empire; the rise of Turkish power; the Crusades.

152. MODERN MIDDLE EAST AND NORTH AFRICA
European imperialism and the development of Arab nationalism. Problems of economic development, political stability and military conflict.

155. MODERN AFRICAN NATIONALISM
Topics in modern African history dealing with African institutions and culture, the challenge of European imperialism; modern African economic, social, and political problems.

156. CHINESE INTELLECTUAL HISTORY: CLASSICAL PERIOD
This course will discuss topics reflecting the pivotal position held by man as expressed in the Confucian tradition. Attention will be given to Taoism, the school emphasizing nature, which remained a nagging complement to Confucianism throughout history. Other schools of thought will also be examined.

157. CULTURAL HISTORY OF CHINA TO 1000
Considers the repertoire of ideas in China from earliest historic times to the end of the T'ang dynasty, with key philosophical, political, ethical, and scientific concepts treated in terms of historical and social context and subsequent influence.

158. CULTURAL HISTORY OF CHINA SINCE 1000
Main facets and changes in the outlook of thinkers from the 11th to the 20th centuries, from the Confucian revival to the thoughts of Mao. Focus is on the need to preserve cultural integrity in the face of the challenges from Buddhism and other Western ideologies.

159. THE LATER CHINESE EMPIRE, 1250-1800
A history of the period, stressing aspects of late traditional Chinese civilization that are important in the understanding of recent China.

160. JAPAN FROM FEUDAL TO MODERN STATE
Distinctive features of Tokugawa society and culture from the foundation of the regime in 1600 to its decline in the 19th century; the opening of Japan to Western contacts, the course of early modernization and the consolidation of the Meiji state.

161. THE FAR EAST IN THE MODERN WORLD
Civilizations of East Asia at the beginning of the modern era, impact of the West, contasting responses of China and Japan to the confrontation, and development of present societies.

162. COLONIAL MEXICO
A history of Mexico from the Mayas and Aztecs to the end of the independence movement in the 19th century. Includes study of the economic, social and cultural developments.

163. MODERN MEXICO
A history of the national period from the 1824 federal republic to the present. Special emphasis on those factors in the more recent past which have contributed most to modern Mexico.

164. INTER-AMERICAN COMMUNITY
A history of political, economic, and social relations between the countries of the two Americas and of their activities in regional and world organization.

165. ARGENTINA
Political, social and economic developments in this leading country of South America from pre-Columbian times to the present, with special emphasis on its modern national development.

167. BRAZIL
An analytical study of Brazil's past and present: the colonial era, the New World monarchies of Pedro I and II, and the Republic. Emphasis on social and economic developments.

169. CONTEMPORARY LATIN AMERICA
A topical study of twentieth century political, economic and social life. The dynamics of traditional legacies and reform programs. Ideals and realities of inter-American relations. Cultural characteristics. Present trends and prospects.

170. COLONIAL AMERICAN THEMES
The development of religious, political, economic, and social institutions in England's North American colonies in the seventeenth an eighteenth centuries.

171. REVOLUTION, CONFEDERATION, CONSTITUTION
An intensive study of the origins, progress, and culmination of the American Revolution. Historiographical themes of the Revolution will be emphasized.

172. REPUBLICAN EXPERIMENT
A detailed examination into the establishment of an American political, social, cultural, and economic identity from Washington through Madison.

173. GROWTH OF DEMOCRACY
An investigation into the tensions leading to civil war and the underlying problems and experiences of the elusive "people" who contributed to the growing complexity of American life.

174. THE OLD SOUTH
An intensive study of the Old South from the Revolution to the Civil War and Reconstruction, emphasizing both regional identity and the relationship of Southern history to the national experience.

175. THE GILDED AGE
An examination of the economics, culture, and society of America between the Civil War and World War I.

177. U.S. DIPLOMATIC HISTORY
Critical study of the international relations of the United States, and of the economic, political, social, and public opinion forces influencing the development of American policy.

178, 179. UNITED STATES INTELLECTUAL HISTORY
A topical study of the patterns of American thought, emphasizing the pursuit of meaningful community life as a major theme in the history of the American mind and imagination.

180. THE AMERICAN INDIAN
A history of Native Americans from European contact to the present, with an emphasis on 19th century developments.

183. SOCIAL MOVEMENTS IN TWENTIETH CENTURY AMERICA
Popular movements for change, and against it. An investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, Black activism, anti-radicalism, Ku Klux Klan, peace movement, and others.

188. EDUCATION AND SOCIAL CHANGE IN AMERICA
An examination of the development of formal and informal institutions of learing in America, and their impact upon the social process.

189. CALIFORNIA
The history of California, with major attention given to its 19th century development.

190. WORLD WAR II
A chronological and topical study of the conflict; origins from the Versailles Treaty and the international crises of the 1930s; military, political, and social dimensions of the conflict.

191. UNITED STATES, 1957-1973: ERA OF UNREST
Little Rock to Watergate: social, political, and foreign policy upheavals of the 1960s. Civil rights movement, student and anti-war movements, hippies and others, Kennedy and Johnson, end of the Cold War and the war in Vietnam, Nixon and Watergate.

193. AMERICAN URBAN LIFE
Development of urban centers in the United States and their impact on American life and culture.

197. SPECIAL TOPICS IN HISTORY
Occasional lecture courses in special topics in History.

197.01 Antiquity
197.02 Africa
197.03 Asia
197.04 Europe
197.05 Latin America
197.06 United States

198. COLLOQUIA
Historical seminars emphasizing original research and group discussion of selected problems and periods.

198.01 Antiquity
198.02 Africa
198.03 Asia
198.04 Europe
198.05 Latin America
198.06 United States
198.07 Practicum

199. INDIVIDUAL STUDY
Directed reading and research in source materials and secondary works dealing with selected historical problems. Only with permission of Dean, Chairman, and instructor.

COLLEGE OF HUMANITIES INTERDISCIPLINARY COURSES AND INSTITUTES IN THE HUMANITIES

The College of Humanities offers experimental, interdisciplinary courses each quarter. Offered by the College rather than by any single department, these courses combine several academic disciplines (e.g., literature, psychology, philosophy, and theology) and are suitable as electives. They are designed to integrate several approaches to knowledge as they interrelate and enhance the understanding of a single theme or topic. Open to all students of the University unless otherwise specified, these courses are especially suited to non-humanities majors who have a limited number of electives.

The College of Humanities also offers "institutes" or series of courses on a single theme from time to time. Examples of these include institutes in Medieval Culture, Sexism in American Society, Bicentennial California, Ireland, Ancient Greece, the Baroque Movement, Modernism, etc. Admission to courses which form parts of an institute is by permission of the director of the institute. Participation in an institute is normally limited to students who will register for at least two courses offered by the institute. In addition to the regular course lectures, institute programs usually include films, guest lectures, and social events.

The courses listed below have been offered recently and will be offered again as indicated after each description.

120. THE MYSTERY OF SUFFERING
A study of the problem of evil and how it has been approached by philosophers, theologians, psychologists, and artists, as well as by a mystic. Emphasis on the positive value of suffering in the growth of the individual. Recommended for future counselors. Offered every academic year.

123. THE PHENOMENON OF WAR
An interdisciplinary study of war drawing upon history, literature, and philosophy. Offered every academic year.

143. CLASSIC AND ROMANTIC
A study of the Classic and Romantic concepts which, in the history of ideas, expose fundamental differences and very sharp contrasts, not only in literary styles but in basic values, aspirations, and commitments in politics, law, and art. Selections from Classic, Neo-classic, and Romantic critics and dramatists from Plato to Frye. Offered every other year.

144. THE GAME METAPHOR
The comparative study of forms in literature, music, and historical institutions. The many ways in which man plays "games": in jazz, sonnets, duels, bullfights, ballet, chess, politics, science, traffic, etc. Hence the key to art, orderliness, creativity, symbols, and civilization. Offered every other year.

145. THE DON JUAN THEME
Comparative literature, music, and psychology on the Don Juan theme (seducer, trickster, hero, sinner, archetype). Variations on eros and agape. Not open to English majors. Offered every year.

150. THE MYSTERY OF DEATH
Great artists, writers, and thinkers on the problems before death and after death. Care of the dying patient, reincarnation vs. resurrection, philosophers and immortality, the stages of dying seen in significant works of literature, the optimism and transcendence of death. Offered every year.

151. MYTH AND GUILT
A study of the three guilt-myths of antiquity (Adam and Eve, Oedipus, and Electra-Orestes) and their relevance today, as well as of human guilt as understood in the contemporary world. Recommended for pre-law majors.

160. SIN IN MODERN LITERATURE
The motifs of irrational guilt and death are examined in novels, dramas, and existentialist writings and are compared with theological concepts of original sin. Offered in 1979-80.

186. THE TRAGIC IMAGINATION
A study of the theory and philosophy of tragedy, from the ancient Greeks to the contemporary dramatists. Offered in 1979-80.

199. DIRECTED STUDY
By permission only.

COLLEGE OF HUMANITIES
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Raymond L. Biondi, Ph.D., *Chairman*

Professor: Victor B. Vari
Associate Professors: Raymond L. Biondi, Francisco Jiménez, Andrew I. Rematore, K-G Seely, Christian van den Berghe
Assistant Professor: Heribert Breidenbach
Lecturers: Catherine M. Howard, Verónica González-Mena LoCoco

The Bachelor of Arts degree may be taken in French, German, Italian and Spanish. In addition to such lower division courses as the individual candidate may need, each major must complete a minimum of eight upper division courses in the language of specialization. Each major program requires completion of language 100 and 101 or the equivalent as prerequisite to more advanced work. Only courses in which the student receives a grade of C or higher may be counted toward fulfilling a major requirement. All major programs must be approved by the student's faculty advisor.

High School Credit and Placement

The Department of Modern Languages recommends the following formula for students who wish to continue a language studied in high school. Those who have had two years of a language should enter Language 2; those with four years of a language should enter Language 22; those with three years of a language should consult the language faculty to consider options. Students whose language background is inadequate to permit following the above formula may be permitted to enter lower numbered courses for credit after consultation with a member of the language faculty.

Students having the necessary proficiency, as demonstrated by interview with a member of the language faculty, may enroll in higher numbered courses than those of the placement formula. Once proficiency is established, lower division students may enroll in one upper division course per quarter with the permission of the instructor. Such courses will be counted as fulfilling major requirements.

Courses Exempted from Challenge

Courses numbered 1 through 101 are not open to challenge.

Language Laboratory

Throughout lower division courses, and in such upper division work as the instructor may specify, students will be required to use the facilities of the language laboratory for approximately 30 minutes per day to increase their language skills. Laboratory work is scheduled individually, and is in addition to the required hours of classroom work.

Conversation Groups

As an adjunct to intermediate and advanced courses, the department offers students the opportunity to participate in small conversation groups of five or six students, under the direction of a native speaker or an advanced major. Those interested in such activities should consult individual language teachers for further details.

French

(See general statement, page 94)

Bachelor of Arts in French

The major program consists of a minimum of eight courses of upper division work in French, including French 185 (Applied Linguistics) or its equivalent, as approved by the student's major advisor. Recommended electives include courses in French or European history, comparative literature, art history, philosophy of language, and additional work in linguistics.

1. ELEMENTARY FRENCH I
Development of skills in understanding, speaking, reading, and writing French. Laboratory attendance required.

2. ELEMENTARY FRENCH II
Continuation of French 1.

3. ELEMENTARY FRENCH III
Completion of elementary French.

21. INTERMEDIATE FRENCH I
Review of spoken and written French, with accelerated readings. Prerequisite: French 3 or equivalent.

22. INTERMEDIATE FRENCH II
Continuation of French 21.

50. FRENCH CONVERSATION
Intensive work stressing the single skill of French conversation in everyday situations. Prerequisite: French 22 or equivalent. Permission of instructor is required in advance of registration. Offered on a P/NP basis only.

100. ADVANCED FRENCH I
Intensive speaking and composition. Required of all majors.

101. ADVANCED FRENCH II
Introduction to literary analysis. Required of all majors.

110. CULTURE AND CIVILIZATION I
Cultural, political, economic, artistic, educational and social aspects of French-speaking societies (France, Belgium, Switzerland, Canada; French in Africa). Crosscultural comparative approaches.

111. CULTURE AND CIVILIZATION II
A continuation of French 110, but may be taken independently.

120. MOYEN AGE
Epic literature, lyric poetry and theatre.

130. SIXTEENTH CENTURY
La Renaissance: Readings in Rabelais, the Pleiade poets and Montaigne.

140. SEVENTEENTH CENTURY
Le Grand Siècle: Evolution of literary and philosophical currents with emphasis on Corneille, Racine, Molière, La Fontaine, Descartes, Pascal, etc.

150. EIGHTEENTH CENTURY
Le Siècle des lumières: Studies in the literature and thought of the Age of Enlightenment with emphasis on Voltaire, Diderot and Rousseau.

160. NINETEENTH CENTURY I
Romantic literature: prose and poetry. (Chateaubriand, Lamartine, Hugo, Vigny, etc.)

161. NINETEENTH CENTURY II
Realist, Naturalist and Symbolist literature. (Stendhal, Balzac, Baudelaire, Flaubert, Zola, Mallarmé, etc.)

170. TWENTIETH CENTURY I
The writings of *"la belle époque"* and *"entre deux guerres"*. (Proust, Gide, Apollinaire, Malraux, etc.)

171. TWENTIETH CENTURY II
The "engagé" literature, the Anti-theatre and the New Novel. (Anouilh, Sartre, Camus, Ionesco, Robbe-Grillet, etc.)

172. CINEMA
Origins and development of French film—with screenings, analysis and *travaux pratiques.*

180. SEMINARS
Variable topics in the language and literature. May be retaken for credit.

185. FRENCH APPLIED LINGUISTICS
Aspects of Modern French linguistics with special emphasis on phonology and phonetics. Required of all majors.

190. DIRECTED READING
Individually designed programs of advanced readings. Written permission of the instructor and the department chairman required in advance of registration.

German

(See general statement, page 94)

Bachelor of Arts in German

The major program includes a minimum of eight upper division courses in German. Recommended elective courses include English 101 (Introduction to Linguistics), English 102 (Modern Grammar), and History 128 or 129 (Germany).

1. ELEMENTARY GERMAN I
Development of skills in understanding, speaking, reading and writing modern German. Daily work in language laboratory required.

2. ELEMENTARY GERMAN II
A continuation of 1.

3. ELEMENTARY GERMAN III
Completion of elementary German.

5. GERMAN FOR READING
An alternate to German 3. Reading of scholarly articles partially in the student's particular field of study. Prerequisite: German 2.

21. INTERMEDIATE GERMAN I
Systematic review of German grammar, short stories, progressive exercises in conversation.

22. INTERMEDIATE GERMAN II
A continuation of 21. Accelerated readings, conversation and writing.

100. ADVANCED GERMAN I
Advanced reading, composition and conversation. Required of all German majors.

101. ADVANCED GERMAN II
A continuation of 100. Required of all majors. Completion or equivalent knowledge will admit students to courses in German Literature.

110. GERMAN CIVILIZATION I
A cultural history of the German speaking countries from the beginning to 1650.

111. GERMAN CIVILIZATION II
A cultural history of the German speaking countries from 1650 to the present.

130. THE CLASSICAL AGE

140. NINETEENTH CENTURY LITERATURE I: 1800-1830

141. NINETEENTH CENTURY LITERATURE II: 1830-1900

150. TWENTIETH CENTURY GERMAN PROSE

151. MODERN DRAMA

160. THE GERMAN NOVELLE

161. SURVEY OF GERMAN LYRIC POETRY

170. GERMAN APPLIED LINGUISTICS
Contrastive analysis of German and English with equal emphasis on phonology, morphology, and syntax. Introductory survey of several major schools of linguistics.

190. DIRECTED READING
Individually designed programs of advanced readings. Written permission of the instructor and the department chairman required in advance of registration.

Literature in Translation

N.B. Courses in literature in translation cannot be used as credit toward a German major, teaching credential, or a foreign language requirement.

115. GERMAN LITERATURE IN ENGLISH TRANSLATION

Italian

(See general statement, page 94)

Bachelor of Arts in Italian

The major program includes a minimum of eight upper division courses in Italian. English 65 (Mythology), English 144, 145 (Comparative Literature) and Renaissance History are recommended.

1. ELEMENTARY ITALIAN I
Development of skills in understanding, speaking, reading and writing modern Italian. Daily work in language laboratory required.

2. ELEMENTARY ITALIAN II
A continuation of 1.

21. INTERMEDIATE ITALIAN I
Review of fundamentals of spoken and written Italian. Progressive readings reflecting Italian culture and values. Progressive exercises in conversation and composition. Prerequisite: 2 or equivalent.

22. INTERMEDIATE ITALIAN II
A continuation of 21.

100. ADVANCED ITALIAN I
Composition, reading and conversation. Required of all majors.

101. ADVANCED ITALIAN II
Composition, reading and conversation. A continuation of Italian 100. Required of all majors.

110. ITALIAN CIVILIZATION
Fundamental aspects of Italian history, art and culture from their origins to the present day.

120. SURVEY OF ITALIAN LITERATURE I
From its origin to the "settecento."

121. SURVEY OF ITALIAN LITERATURE II
From the "ottocento" to the present.

130. DANTE, LA DIVINA COMMEDIA I
Inferno and Purgatorio.

131. DANTE, LA DIVINA COMMEDIA II
Purgatorio and Paradiso.

140. DUECENTO, TRECENTO
Emphasis on Dante's minor works. Petrarch's poetry, and Boccaccio's Decameron.

150. QUATTROCENTO, CINQUECENTO (RINASCIMENTO)
Important trends in the literary masterpieces of the Renaissance —significant works of Ariosto, Tasso, Leonardo, Machiavelli, Lorenzo de Medici, Poliziano, Castiglione.

160. SETTECENTO
The salient works of Vico, Goldoni, Parini, and Alfieri.

170. OTTOCENTO — I PROMESSI SPOSI
The works of Foscolo, Leopardi, Manzoni's poetry, Carducci, Pascoli and Verga will also be discussed.

180. NOVECENTO
Italian Literature of Twentieth Century with main trends in poetry, drama and the novel, from Pirandello to the present.

190. DIRECTED READING
Individually designed programs of advanced readings. Written permission of the instructor and the department chairman required in advance of registration.

Spanish

(See general statement, page 94)

Bachelor of Arts in Spanish

The major program consists of a minimum of eight upper division courses in Spanish, including Spanish 175 (Applied Linguistics). Majors may choose to concentrate in Latin American material, Spanish peninsular material, or may combine the two fields, but all major programs must be approved by the student's faculty advisor. The humanities core curriculum sequence in Latin American Civilization (History 61, 62, 63) is strongly recommended, as are courses in the history of Latin America and Spain. Spanish 175 and 176 are required of all students preparing to teach Spanish or in bilingual/crosscultural programs at any level.

1. ELEMENTARY SPANISH I
Development of skills in understanding, speaking, reading and writing modern Spanish, in that order. Daily work in language laboratory required.

2. ELEMENTARY SPANISH II
A continuation of 1.

3. ELEMENTARY SPANISH III
Completion of elementary Spanish.

21. INTERMEDIATE SPANISH I
Review of fundamentals of spoken and written Spanish. Progressive readings reflecting Hispanic culture and values. Progressive exercises in conversation and composition. Prerequisite: 3 or equivalent.

22. INTERMEDIATE SPANISH II
A continuation of 21.

50. SPANISH CONVERSATION
Intensive work stressing the single skill of Spanish conversation in everyday situations. Prerequisite: Spanish 22 or equivalent, and permission of the instructor.

100. ADVANCED SPANISH I
Composition, conversation and grammar. Introduction to literary analysis. Required of all majors. Prerequisite: 22.

101. ADVANCED SPANISH II
A continuation of 100. Required of all majors.

N.B. Completion of 100, 101 or evidence of equivalent preparation will admit students to higher-numbered courses.

105. SPANISH PRONUNCIATION AND INTONATION
Systematic study of the pronunciation and intonation of modern Spanish. Intended for majors, minors and prospective teachers needing further perfection of these skills. Individual diagnoses. Daily laboratory recording exercises. Prerequisite: 22 or equivalent.

120. MAJOR WORKS OF SPANISH LITERATURE I
Readings in Spanish literature from the beginnings to the end of the seventeenth century. Alternate years.

121. MAJOR WORKS OF SPANISH LITERATURE II
Readings in Spanish literature of the eighteenth and nineteenth centuries. A continuation of Spanish 120, but may be taken separately. Alternate years.

125. COLLOQUIUM: SPANISH LITERATURE
Topic will vary. Reading and discussion of selected themes in Spanish Peninsular literature. Prerequisite: course work in Spanish Peninsular literature or permission of instructor. May be retaken for credit.

130. SURVEY OF LATIN-AMERICAN LITERATURE I
Readings in Latin-American literature from the Colonial period to about 1888.

131. SURVEY OF LATIN-AMERICAN LITERATURE II
Readings in Latin-American literature from the Modernista movement to the present.

135. COLLOQUIUM: LATIN-AMERICAN LITERATURE
Topic will vary. Reading and discussion of selected themes in Latin American literature. Prerequisite: course work in Latin American literature or permission of instructor. May be retaken for credit.

140. MODERN LATIN-AMERICAN LITERATURE I
Study of major Latin-American writers of the late nineteenth and early twentieth centuries with emphasis on the novel. Given in alternate years.

141. MODERN LATIN-AMERICAN LITERATURE II
A continuation of 140, but may be taken separately. Given in alternate years.

145. CONTEMPORARY LATIN-AMERICAN LITERATURE I
Study of major Latin-American writers of the mid-twentieth century. Given in alternate years.

146. CONTEMPORARY LATIN-AMERICAN LITERATURE II
A continuation of 145, but may be taken separately. Given in alternate years.

150. TWENTIETH CENTURY SPANISH LITERATURE I
A study of the major writers of Spain from 1898 to 1936, with particular emphasis on the Generation of 1898.

151. TWENTIETH CENTURY SPANISH LITERATURE II
A study of the major writers of Spain from 1936 to the present.

165. CERVANTES: DON QUIXOTE

175. SPANISH APPLIED LINGUISTICS I
Introduction to the study of applied linguistics. Detailed scientific analysis of the phonology of modern Spanish. Contrastive analysis of Spanish and English sound systems. Required of all Spanish majors, and of all prospective teachers of Spanish and/or bilingual/crosscultural education.

176. SPANISH APPLIED LINGUISTICS II
Detailed scientific analysis of the morphology and syntax of modern Spanish. Contrastive analysis within the Spanish structure system, and between Spanish and English structure systems. Prerequisite: 175. Required of all prospective teachers of Spanish and/or bilingual/crosscultural education.

190. DIRECTED READINGS IN SPANISH
Individually designed programs of advanced readings. Written permission of the instructor, department chairman, and Dean required in advance of registration.

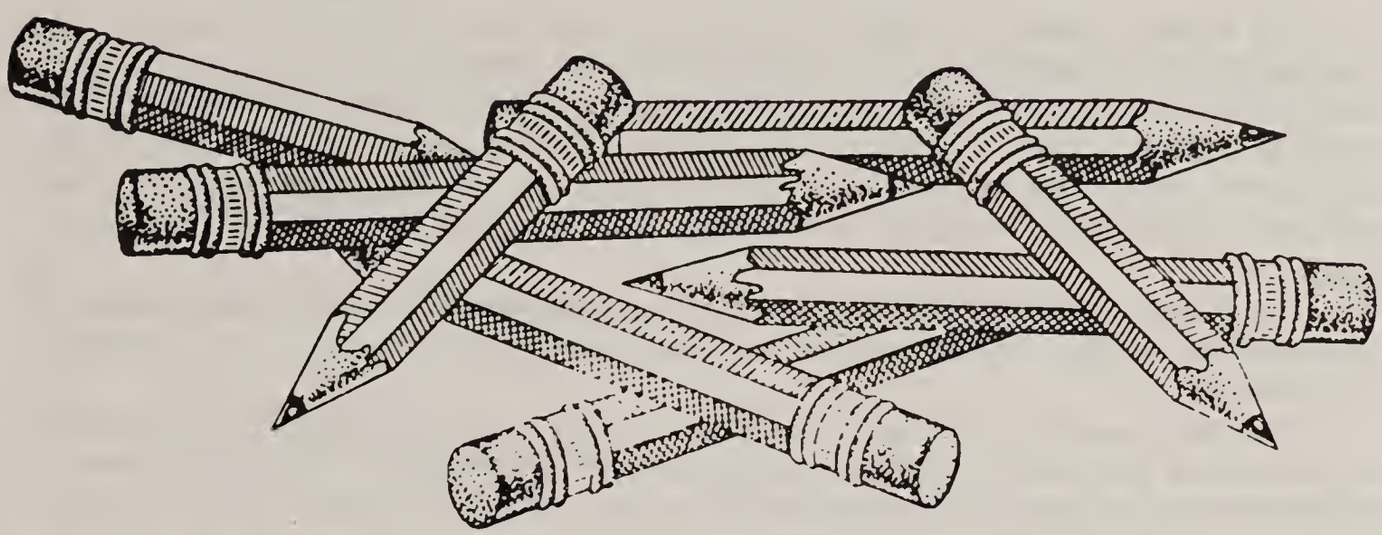
Literature in Translation

N.B. Courses in literature in translation cannot be used as credit toward a Spanish major, teaching credential or a foreign language requirement.

115. TWENTIETH CENTURY MEXICAN LITERATURE IN TRANSLATION
Reading, analysis and discussion of outstanding works by modern and contemporary Mexican writers. Emphasis on the novel.

117. LATIN AMERICAN LITERATURE IN TRANSLATION
Reading, analysis and discussion of works of leading Latin American writers, with emphasis on contemporary novelists of South America.

195. DIRECTED READINGS IN LATIN AMERICAN LITERATURE IN TRANSLATION
Individually designed programs of readings. Written permission of the instructor and the department chairman required in advance of registration.



COLLEGE OF HUMANITIES
DEPARTMENT OF MUSIC

Lynn Shurtleff, M.A., *Chairman*

Professor: Roger Nyquist
Associate Professor: Lynn Shurtleff
Acting Assistant Professor: Aileen James
Artists-in-Residence: Hans Boepple, Charles Lampkin

The Music Department offers a major program, leading to the B.A. degree, with specializations in Applied Music, Music History and Literature, Theory, Composition, and Choral Conducting. Instruction is designed to prepare students for careers in the fields of concert, opera, orchestra, and teaching. There are special curricula for the composer and for the preparation of private teachers, church organists, and choirmasters. Scholarship, research, and preparation for graduate studies are encouraged.

The Department also offers general courses of interest and cultural value to all University students who wish to become either trained performers or simply appreciative listeners.

A student majoring in Music, in addition to completing the University and College requirements, must earn a minimum of 63 quarter units of credit in the Department. Of these 63 units, at least 35 must be earned in upper division courses taken in the final two years. Students seeking placement in graduate music schools are encouraged to elect additional courses designed to increase skills and knowledge appropriate to their area of specialization. The Department is a member of the National Association of Schools of Music.

Applied Music (Private Instruction)

Private instruction is available in applied music 1 through 16 lower division, and 100 through 116 upper division. One unit credit is given for lower division and two unit credits for upper division each quarter. (Extra fee for all private instruction 1 through 15 and 100 through 115.)

1/100. ORGAN

2/102. HARPSICHORD

3/103. PIANO

4/104. VOICE

5/105. VIOLIN

6/106. VIOLA

7/107. VIOLONCELLO

8/108. DOUBLE BASS

9/109. WOODWINDS

10/110. BRASS

11/111. PERCUSSION

13/113. PIANO CLASS

14/114. CONDUCTING

15/115. COMPOSITION

16/116. DIRECTED STUDY IN THEORY

118. SENIOR RECITAL
(Seventy-Five minute Recital.)

119. SENIOR THESIS
For Theory, History and Composition majors. A comprehensive paper or composition approved by the faculty.

Ensemble

70/170. INSTRUMENTAL ENSEMBLE

71/171. UNIVERSITY CONCERT CHOIR—By Audition only.
Open to selected students for preparation and performance in concert of works of the significant choral literature. One unit credit given for each quarter.

72/172. UNIVERSITY CHAMBER SINGERS—By Audition only.
A select group of singers for performance of unaccompanied polyphonic music. Some performances in conjunction with Mission Church services. Limited outside performances. One unit credit given for each quarter.

73/173. UNIVERSITY ORCHESTRA—By Audition only.
Open to selected students for preparation and performance in concert of works of the significant orchestral literature. One unit credit given for each quarter.

Special Voice Classes

74. VOICE CLASS
Application of basic vocal techniques to develop singing facility. Designed for those interested in the dramatic stage. Open to all except voice majors.

75. LYRIC DICTION
Drills and class performance, based on International Phonetic Alphabet, of songs in various languages.

Music History and Literature

20. INTRODUCTION TO MUSIC
How to listen to music; art of music and its materials; instruments and musical forms; music of the 17th through 20th centuries. Open to non-majors. Prerequisite to all classes in the Department of Music.

21. MUSIC OF ANTIQUITY THROUGH THE RENAISSANCE
A history of western music from its beginning through the 16th century. Open to non-music majors with permission of instructor. Prerequisite: Mus. 20.

22. MUSIC OF THE BAROQUE ERA
A history of the important musical developments from 1600 to 1750. Open to non-music majors with permission of instructor. Prerequisite: Mus. 20.

23. MUSIC OF THE ROCOCO AND CLASSIC ERAS
A history of the important musical developments from 1725 to 1830. Open to non-music majors with permission of instructor. Prerequisite: Mus. 20.

124. MUSIC OF THE ROMANTIC ERA
A history of the important musical developments from 1800 to 1900. Open to non-music majors with permission of instructor. Prerequisite: Mus. 20.

125. MUSIC OF THE 20TH CENTURY
A history of the important musical developments from 1900 to the present. Open to non-music majors with permission of instructor. Prerequisite: Mus. 20.

127. ORGAN LITERATURE
A survey of the important organ literature from 1500 to the present. Taught every other year. Spring quarter.

128. PIANO LITERATURE
A survey of the important piano literature from 1700 to the present. Taught every other year. Winter quarter.

129. VOCAL LITERATURE
A survey of the important vocal literature from 1600 to the present. Taught every other year. Spring quarter.

130. CHORAL LITERATURE
Sacred and secular music from 16th century to the present. 1. Smaller forms: motets, anthems. 2. Larger forms: oratorios, cantatas. Taught every other year. Spring quarter.

134. PERFORMANCE PRACTICE PROBLEMS SINCE 1600
Styles of solo and ensemble performance of instrumental and vocal music from Baroque to the present. Changing aspects of medium, tempo, dynamics, phrasing, ornamentation, improvisation, temperament, etc.

135. MUSIC CRITICISM
Problems, principles, and procedures of descriptive and critical analysis and synthesis; relationship of language to description and criticism.

36. ETHNIC MUSIC
A survey of the origins, growth and development of Folk music of the United States from the Colonies to the present. Non-majors. Fall quarter only.

37. HISTORY OF JAZZ I
A survey of the origins, growth and development of Jazz; its sociological importance and influence on composers of serious music. Non-majors. Winter quarter only.

38. HISTORY OF JAZZ II
Continuation of Jazz I. Non-majors. Spring quarter only.

139. J. S. BACH
Life and works of Bach, with special emphasis on development of his musical style; detailed study of a selection of his chief works. Open to non-majors. Taught every other year. Fall quarter.

140. BEETHOVEN
Life and works of Beethoven, with emphasis on development of his musical style. Analysis of representative works. Open to non-majors. Taught every other year. Fall quarter.

142. STRAVINSKY
Stravinsky as a central figure of 20th century music; his musical styles and their sources. Open to non-majors. Taught every other year. Spring quarter.

Theory and Composition

50. BASIC MUSICIANSHIP
Preparatory course for Theory I. Listening techniques and basic principles of music. A student who fails this course may not major in music. Open to non-majors. Fall quarter only.

51. THEORY I
Basic terminologies and problems of notation, melody, rhythm, harmony and their relationship to musical form. Lecture and drill in writing melodies, sight reading, ear training and analysis. Primary triadic harmonies. Lab required. Winter quarter only.

52. THEORY II
Continuation of Theory I. Secondary triadic harmonies; lecture and drill in sight singing, ear training, keyboard harmony, analysis and composition. Lab. Spring quarter only.

53. THEORY III
Modulation and chromatic harmony. Lecture and drill in sight singing, ear training, keyboard harmony, analysis and composition. Lab required. Fall quarter only.

54. THEORY IV
Analysis of 20th century techniques; a study of serialism and its development. Winter quarter only.

155. ADVANCED KEYBOARD HARMONY AND MUSIC READING SKILLS
Intensive training in keyboard facility and sight singing. Application of material introduced in 28.051, 52, 53.

156. MODAL COUNTERPOINT
16th century. Analysis of contrapuntal procedures and representative compositions; writing of motets and masses. Emphasis on style of Palestrina.

157. TONAL COUNTERPOINT
18th century. Analysis of contrapuntal procedures and compositions; writing of inventions, chorale preludes, canons, and fugues. Emphasis on style of J. S. Bach. Winter quarter only.

158. ORCHESTRATION
Prerequisite: 28.051, 52, 53. Ranges, tonal possibilities, technical limitations, and necessary transpositions for all orchestral instruments. Spring quarter only.

159. ADVANCED ORCHESTRATION
Required for Theory and Composition majors. Practical orchestration in all its applications.

160. FORM AND ANALYSIS I
Analysis of representative works of 18th century. Baroque and Classic. Winter quarter only.

161. FORM AND ANALYSIS II
Analysis of representative works of 19th and 20th centuries. Spring quarter only.

162. COMPOSITION
Organization of musical ideas into logical and homogeneous form, with emphasis on traditional forms. Prerequisite: 28.051, 52, 53, 600.

Techniques and Conducting

65/165. CONDUCTING
Baton techniques, fundamentals of score reading, rehearsal techniques, choral and instrumental tone, interpretation of music. Use of full orchestral score. Preparation and performance of major works. Taught every other year. Fall quarter.

166. VOCAL PEDAGOGY
Studies in vocal production: respiration, phonation, articulation, resonation. Supervised student teaching.

167. PIANO PEDAGOGY
Studies in techniques and materials of piano teaching.

168. ORGAN PEDAGOGY
Studies in techniques and materials of organ teaching.

169. DIRECTED STUDY
Personal research in an area of music history, aesthetics or applied music not covered in the course offerings. By Permission of Dean, Chairman, and instructor only.

COLLEGE OF HUMANITIES
DEPARTMENT OF PHILOSOPHY

James W. Felt, S.J., Ph.D., *Chairman*

Associate Professors: James W. Felt, S.J., William A. Parent

Assistant Professors: Daniel O. Dahlstrom, Timothy P. Fallon, S.J., James G. Fisher, Jr., James W. Friedman, Milton Gonsalves, S.J., Manuel Velasquez, S.J.
Lecturer: Carol J. White
Austin J. Fagothey Visiting Professor: Frederick C. Copleston, S.J.

The University offers both a four-year undergraduate program leading to the Bachelor of Arts degree with philosophy as the major field, and also a wide variety of philosophy courses of interest and value to all students, regardless of their major. The courses are divided into three levels presupposing increasing degrees of philosophical background.

Students majoring in other fields who wish to explore the general methods and problems of philosophy are recommended to take Introduction to Philosophy (4), or Values & Conduct (5), or, for a fuller experience, the historical sequence, Classical and Medieval Thought (1), Early Modern Thought (2), and Late Modern Thought (3). A number of more specialized courses are also offered on the Introductory Level (from Logic 25, on) for students with particular interests.

The Major in Philosophy

Students wishing to make philosophy their major subject combine a solid undergraduate philosophical education in philosophy with considerable flexibility of program. Besides fulfilling the general requirements of the University and of the College of Humanities, students majoring in philosophy must take twelve courses in philosophy, of which at least eight must be upper division courses taken in the junior and senior years; four are normally lower division courses. More specifically:

On the Introductory Level required courses are 1, 2, 3, and 25 (or their equivalents). Philosophy majors must complete 1 and 2 before enrolling in any upper division philosophy courses.

Strongly recommended for inclusion in each major's program are courses involving the three traditional areas of philosophy: metaphysics, epistemology, and ethical theory. Also strongly recommended is Senior Thesis (198) during the winter term of senior year.

Each student majoring in philosophy will be assigned an Academic Advisor from among the Department's staff; the student is free to change Advisors after becoming better acquainted with the faculty. The Advisor must be consulted each term so as to insure coherence of the program as well as adaptation to the student's own interests.

Honors Program

A Departmental Honors Program provides an encouragement for superior students to qualify themselves for graduate work whether in Philosophy or some other field. Applicants may be admitted to this program by the Chairman in their sophomore year. Interested students should inquire for particulars at the Chairman's office.

Introductory Level

a) General Introductions:

***1. CLASSICAL & MEDIEVAL THOUGHT**
The beginnings of Western philosophy studied in representative writers of the Greek and medieval traditions, with attention to their historical and literary milieu and to their relevance to contemporary thought.

***2. EARLY MODERN THOUGHT**
Study of the principal fashioners of the modern mind: philosophers mainly of the seventeenth and eighteenth centuries, studied in the historical and literary context of their times and in their impact on our own.

***3. LATE MODERN THOUGHT**
The tumultuous development of philosophic thought from the German Enlightenment and Kant's Critical Philosophy to major nineteenth century synthesizers such as Hegel, Marx, and Comte, and prophets such as Keirkegaard and Nietzsche. Prerequisite: 2.

4. INTRODUCTION TO PHILOSOPHY
An introduction to philosophy through a consideration of the problems raised in at least three major areas: ethics, metaphysics, and epistemology. Recommended as a beginning course in philosophy.

5. VALUES AND CONDUCT
Exploring current ethical questions with special attention to formulating a standard of morality for the personal life, this course examines the concepts of person, love, freedom, value, and responsibility.

6. ETHICS OF AMERICAN BUSINESS
Ethical standards and their application to American business practices; evolution of attitudes toward business; current ethical theories; ethical behavior in business.

b) Courses for Special Interests:

25. LOGIC
An introduction to the techniques of truth functional, syllogistic, and quantificational logic. Includes discussion of and practical work in detecting logical fallacies.

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*Courses in the historical sequence of the Core Curriculum of the College of Humanities.

28. FREEDOM AND TIME

Philosophical exploration of whether and in what sense man is free in his decisions, not simply determined by conditioning and environment. This problem will be seen to revolve around man's understanding of the nature of time.

29. PHILOSOPHIC TOPICS IN LITERATURE AND FILM

A study of selected works of literature (and film) in order to investigate a range of philosophic problems. Topics considered will include: the limits of man's rationality, absurdity, human suffering, the nature of reality.

Intermediate Level

(General prerequisite, except where noted: at least one course on Introductory Level)

104. BEING AND KNOWING

An adventure in metaphysics and epistemology: exploration of the structure of knowledge and of being, with the aid both of historical and of contemporary methods, particularly those utilizing an analysis of the structure of human experience.

105. GOD AND PHILOSOPHY

Philosophical inquiry, based on both classical and contemporary views, as to whether the existence of God can be rationally demonstrated, whether it is compatible with evil, and how man relates to God.

106. ETHICS: THEORY AND PRACTICE

An examination of the possibility and nature of ethical knowledge, with emphasis on the application of philosophical principles to contemporary moral problems.

107. BIOMEDICAL ETHICS

An examination of important moral problems raised by recent advances in biological research and medicine. No philosophy prerequisite.

108. PHILOSOPHY OF LANGUAGE

A survey of recent philosophical work on the nature of language and its relation to the rest of the world. The course investigates semantics, presuppositions of linguistic theory, and the nature of metaphor.

114. TOPICS IN ANCIENT PHILOSOPHY

A critical examination of selected writings of one or more ancient philosophers. The course normally stresses the work of either Plato or Aristotle and concentrates on issues in metaphysics, epistemology, or ethics. Prerequisite: 1.

115. MEDIEVAL PHILOSOPHERS
Reading and interpretation of selected texts of medieval philosophers, often with special attention to the writings of St. Thomas Aquinas, disengaging, what is relevant to our age. Prerequisite: 1.

120. KANT
A study of Kant's *Critique of Pure Reason*. Prerequisite: 2.

125. MARX
A study of Karl Marx's philosophic thought, with particular focus on prominent contemporary reinterpretations.

126. EXISTENTIALISM
A general introduction to Existentialism in its analysis of the basic structures of human existence, particularly freedom, and in its major thinkers. Prerequisite: 2, or permission of the instructor.

133. TECHNOLOGY AND SOCIAL VALUES
A consideration of technology itself (as knowledge, as skill, as means), its products, its requirements, its relation to values, and its actual and (possible) future effects on the human community. No philosophy prerequisite.

134. PHILOSOPHY OF SCIENCE
Exploration of the philosophical presuppositions involved in the methods of modern science, particularly physics; of the structure and development of theories; and of the relation of scientific knowing to other modes of knowing. Prerequisite: two courses in science or mathematics, or one course with laboratory. No philosophy prerequisite.

135. PHILOSOPHY OF SOCIAL SCIENCE
Current topics in the philosophy of the social sciences (e.g., foundations, role of values). No philosophy prerequisite.

136. PHILOSOPHY OF LAW
An intensive study of the nature of law and of the relation between legal and moral obligation. No philosophy prerequisite.

137. MORALITY AND THE LAW
An examination of important moral issues in contemporary law. No philosophy prerequisite.

138. POLITICAL PHILOSOPHY
A critical examination of important political theories and concepts (e.g., liberty, equality, justice, and rights).

145. AESTHETICS
Study of basic philosophical questions concerning art and art criticism, such as those inquiring into the objectivity of aesthetic value.

149. SELECTED PROBLEMS
Philosophical analysis of selected challenging problems; readings and discussions. Prerequisites, if any, to be announced.

Advanced Level

(General prerequisite: two courses on Intermediate Level)

164. HEGEL
A study of Hegel's thought in the context of its historical antecedents and consequences. Prerequisite: 120.

167. ANALYTIC PHILOSOPHY
Investigation of application of techniques of formal logic to philosophic problems by Frege, Russell, and Wittgenstein. Prerequisite: one course in logic.

170. CONTEMPORARY EUROPEAN PHILOSOPHY
An investigation of selected topics from twentieth century European philosophy: movements such as phenomenology and structuralism; philosophers such as Husserl, Heidegger, Merleau-Ponty, Sartre.

175. PHILOSOPHY OF MIND
Investigation of the logical structure of psychological concepts, such as those of sensations, images, beliefs, thoughts, intentions, expectations.

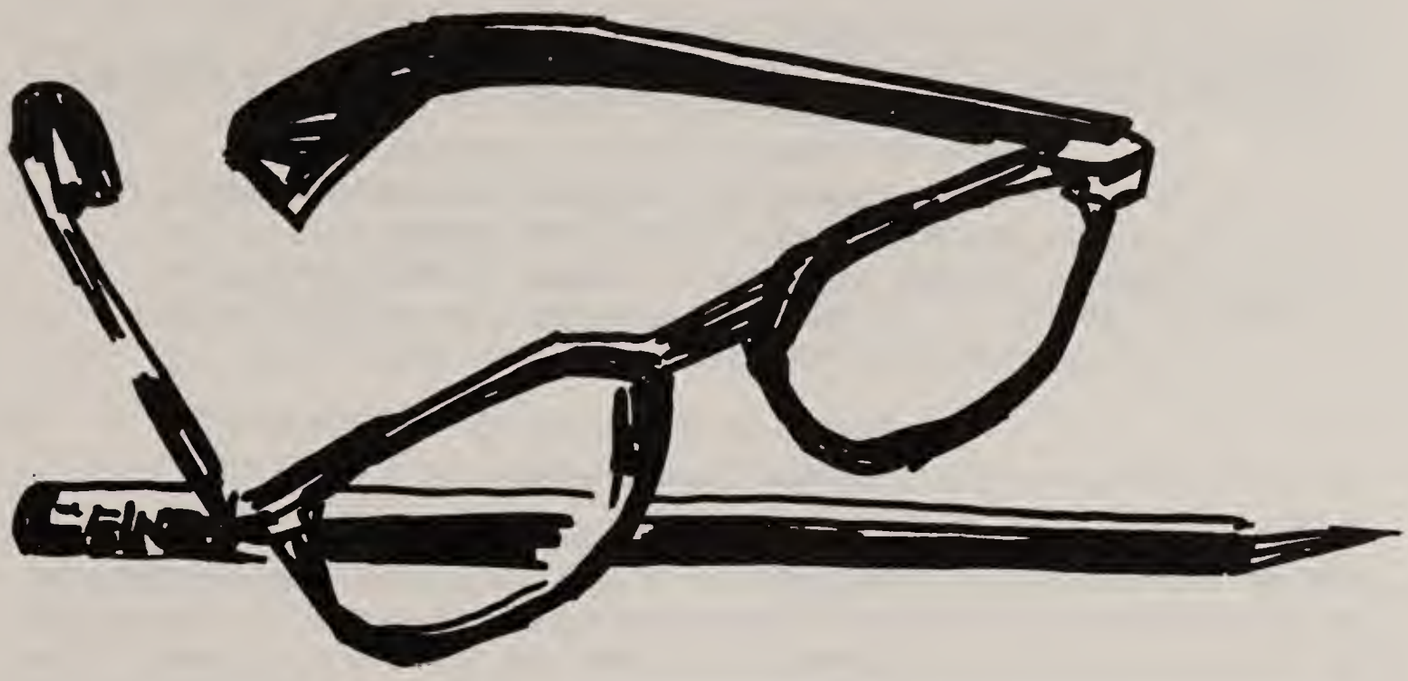
190. ADVANCED TOPICS IN PHILOSOPHY
Selected philosophical problems studied at an advanced level.

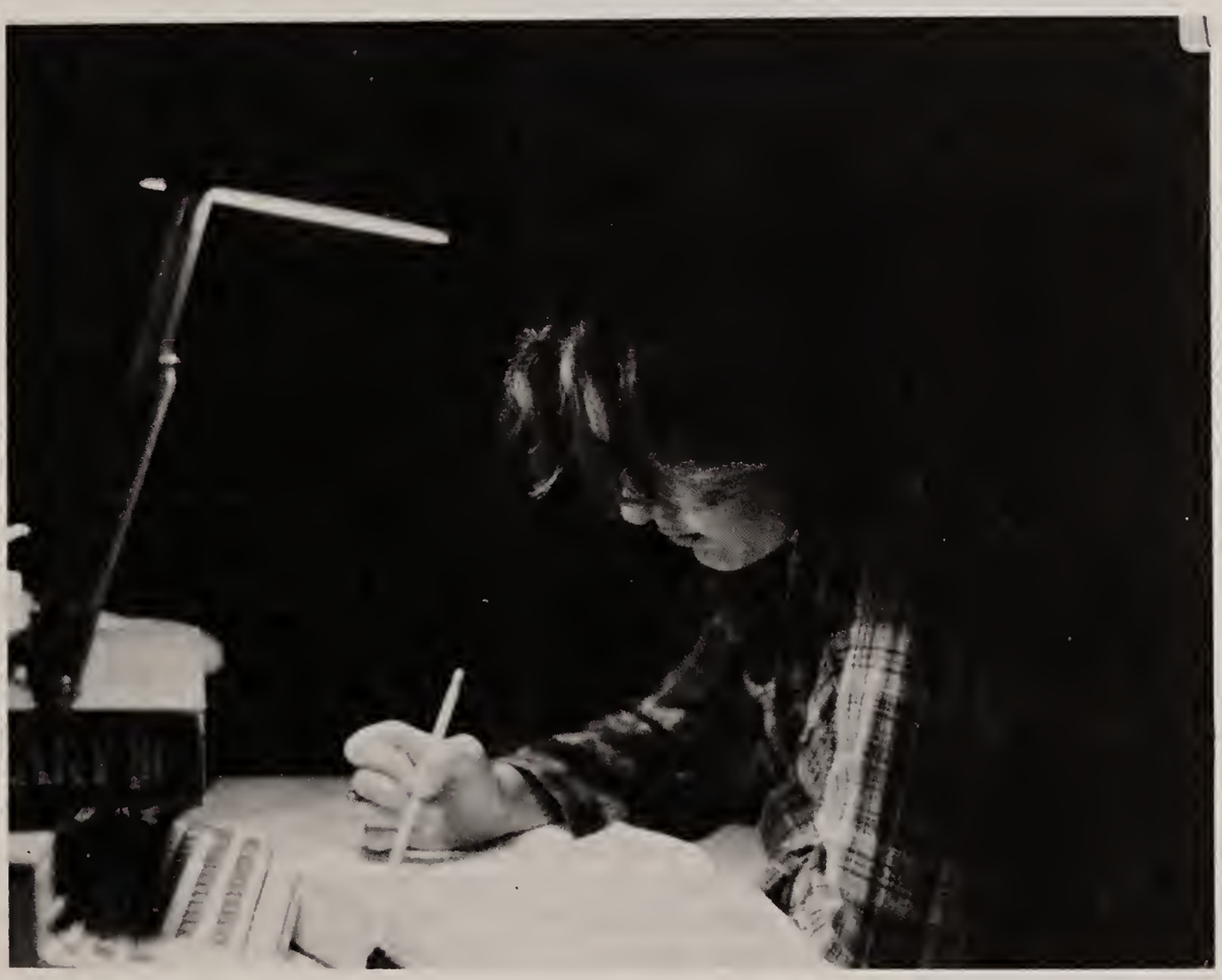
197. SENIOR SEMINAR
Senior philosophy majors select an instructor from the philosophy faculty, and, together, decide upon a text or topic for study. The responsibility for the seminar is shared between the student and faculty participants. By arrangement during previous term.

198. SENIOR THESIS
Creation of a carefully researched and scholarly paper, under the active direction of a selected member of the Department's staff. Offered in the winter term. Of particular value to senior students who intend to pursue graduate studies.

199. DIRECTED STUDY

Tutorial work, with demanding requirements, for advanced students in particular problem areas not otherwise accessible through courses. By previous arrangement only, with the instructor, Department Chairman, and Dean.





COLLEGE OF HUMANITIES
DEPARTMENT OF RELIGIOUS STUDIES

James W. Reites, S.J. *Chairman*

Professors: Theodore J. Mackin, S.J., Joseph A. Grassi
Associate Professor: Donald F. Crosby, S.J. (History and, by courtesy, Religious Studies), Gary J. Quinn
Assistant Professors: Vance L. Eckstrom, James W. Reites, S.J., James E. Sweeters, Donam H. Wakefield
Acting Assistant Professor: Philip B. Riley
Lecturers: Daniel V. Germann, S.J., Edward D. McShane, S.J. Francis R. Smith, S.J., Salvatore A. Tassone, S.J., Tennant C. Wright, S.J.
Bernard Hanley Visiting Professor: John H. Wright, S.J.

General Requirements

Students entering the University with less than 44 quarter units are required to complete three courses in religious studies, at least one of which must be completed during one of the two final years. Students entering with more than 43 units but less than 88 must complete two courses, one of these during the final two years. Those entering with more than 87 quarter units must complete one course before graduation.

The Major in Religious Studies

In addition to the requirements in general education for all students in the College of Humanities, the following are specific for students completing the major in Religious Studies:

Philosophy: Two courses. The course in Metaphysics is recommended. (Students taking the three-course core sequence in History of Philosophy fulfill this requirement.)

Foreign Language: By the end of the fall term of senior year the student must complete a reading proficiency test, administered by the Department of Religious Studies, in one classical or modern language.

History: Two courses. These may be either the two-course sequence in the History of Christianity or a two-course sequence in History of Western Civilization. The latter is preferred. (Students taking the three-course core sequence in Western Civilization fulfill this requirement.)

Fine Arts: Two courses selected from among those offered by the departments of Fine Arts, Music and Theatre Arts. (Students taking the three-course core sequence in History of Art fulfill this requirement.)

Requirements in Religious Studies

In consultation with their academic advisor, students are to select four lower division courses that best supplement their earlier instruction and open, as well, into their area of interest in Religious Studies.

Again in consultation with his or her advisor the student is to select eight upper division courses in religious studies which develop an area of concentration; or if no area of concentration has been chosen, eight upper division courses which complete a coherent program in undergraduate Religious Studies. Among these eight courses is to be included Religious Studies 198: Directed Reading and Research. Koine Greek, taught in the Classics Department, and Biblical Hebrew, taught in the Religious Studies Department, is recommended for students intending to do graduate studies in Scripture.

1. **INTRODUCTION TO RELIGIOUS STUDIES**
A basic description of the most universal ways man has been religious. Reflections on the contemporary ways of being religious, especially in light of religious pluralism and secularism.

2. **INTRODUCTION TO THE OLD TESTAMENT**
A survey of the history of the people of Israel from the exodus through the post-exilic period to the Christian era, with particular attention on the formation of the Old Testament literature and on the developing form and content of the people's religious belief.

3. **INTRODUCTION TO THE NEW TESTAMENT**
A study of the formation of the New Testament literature in the first generations of the Christian community; in interpretation of the literary forms used by the community; an examination of the form and principal content of the primitive belief and worship.

4. **INTRODUCTION TO CHRISTIAN THEOLOGY**
An introduction to Christian Theology through an examination of Protestant and Catholic common roots.

5. **INTRODUCTION TO CATHOLIC THEOLOGY**
A course designed for Catholic students who wish to discover the roots of Catholic doctrine in Scripture and Tradition. An historical-critical approach to Scripture is taken.

7. **THE PRACTICE OF MEDITATION**
The study and practice of various forms of meditation, Eastern and Western.

8. **THE BIBLE AND SOCIAL ETHICS:**
A study of the prophetic tradition of the Old and New Testament with special emphasis on biblical justice and love along with its meaning today.

9. **PRACTICE OF CHRISTIAN MEDITATION**
A combination of the study of Christianity and the practice of meditation.

11. DEATH AND RELIGION

This course combines a study of various attitudes to death with methods of self-awareness so that the students may clarify their own attitudes towards death and life.

13. DEATH AND THE CHRISTIAN RELIGION

After some preparatory studies of pertinent stories, images and attitudes to death in archaic religions, the course illuminates, by comparison and contrast, something of the understanding of death and eternal life as it is presented in the life and teachings of Jesus.

14. SPIRITUALITY OF THE NEW TESTAMENT

This course will study the origins and development of Christian spirituality in the New Testament.

15. INTRODUCTION TO PROTESTANT THOUGHT

Focuses on the most important figures of the Reformation (Luther, Zwingli, Calvin, the radical reformers) and issues (faith, justification, good works, authority, Scripture, the Church, the ministry). Relates these topics to contemporary ecumenical theological discussion.

21. THE CHRIST OF FAITH

Selective theological interpretations of Jesus Christ, from Biblical literature, the history of Christian doctrine, and modern theological scholarship. The humanity and divinity of Jesus.

48. ZEN BUDDHISM

This course combines a study of Zen Buddhism with the actual practice of Zen meditation and some Zen ritual.

51. EASTERN RELIGIONS

The course is designed to investigate religion as a way of life in the Far East. For students who know little about the religious cultures of the Far East but who recognize the great impact religion has had on the Eastern peoples.

52. WESTERN RELIGIONS

A study of the religious origins of Western man. Prehistoric and primitive cultures will be briefly considered, but a more detailed investigation will be made into the major religious cultures of the Middle East which have had a profound influence on values in the West.

60. CHRISTIAN ETHICS

A study of the dynamics of Christian conduct and of the moral implications of the Christian commitment. The formulation of the principles of a Christian ethic, their application to selected areas of moral conduct in contemporary life, e.g. to wealth and poverty, violence and non-violence, war and peace, inter-personal relations.

72. AMERICAN RELIGIOUS THOUGHT
The influence of theology and religious philosophy in the history of the United States, especially its self-image.

75. INTRODUCTION TO AMERICAN RELIGIOUS HISTORY: COLONIES TO THE CIVIL WAR
A survey of American religious denominations, movements, and personalities from the colonies to the Civil War. Principal topics: Puritanism, The Church and the Revolution; Religious Freedom and Separation of Church and State; Revivalism; Humanitarian Reform.

76. INTRODUCTION TO AMERICAN RELIGIOUS HISTORY: CIVIL WAR TO THE PRESENT
A survey of American religious denominations, movements and personalities from the Civil War to the present. Principal topics: The Black Churches, The New Immigration, The Social Gospel; The Churches in War and Peace.

80. CHRISTIAN LITURGY
The course leads the students into a living appreciation of the structure and rhythm of liturgical worship and of its function as Christian celebration in such matters as the origin of mankind, the human condition, the destiny of mankind and its attainment.

106. THE SYNOPTIC GOSPELS
A study of the Synoptic Gospels, of the history of their formation, of their literary forms. An analysis of Salvation History as contained in these sources.

107. THE PAULINE LETTERS
A study of the letters attributed to Pauline authorship. An analysis of the Pauline theology.

108. THE JOHANNINE WRITINGS
A study of the fourth Gospel, the Johannine letters and the Apocalypse, in reference to their vocabulary, imagery and theological concerns.

121. GREAT CHRISTIAN MYSTERIES
From a Biblical and historical point of view the central Christian mysteries of Christ, God, the Trinity, Grace, Sin, Redemption, Man and Human Destiny are studied.

122. THE PERSON OF CHRIST IN THE NEW TESTAMENT
A systematic study of the origins in Scripture of Christian belief in the person and natures of Jesus, and of his work in redeeming.

129. RELIGION AND PERSONAL GROWTH
An application of the basic insights of religion and psychology to the process of personal growth.

130. THE PSYCHOLOGY OF RELIGION
A study of the phenomenon of religion as expressed in the various religious literatures, using both the psychological reflection on religion and the methods of analysis by psychologists, classical and contemporary.

141. RELIGIOUS AUTOBIOGRAPHY
This course will study selected Christian autobiographies from St. Paul to Dag Hammarskjold.

142. CHRISTIAN MYSTICISM
A study of selected writers in the contemplative and mystical traditions of Western mysticism.

143. THOMAS MERTON
A study of selected works of Thomas Merton, with particular emphasis on his later writings and their theological and social implications.

149. THE THEOLOGY OF MARRIAGE
A study of marriage Christianly understood from the Scriptures and from recent Catholic writing, and from a humane psychology of the human person. A survey of Roman Catholic Canon Law on marriage.

155. THE THEOLOGY OF PROVIDENCE AND PREDESTINATION
A theological analysis of the mystery of God's providential intervention in history generally and in the lives of persons singly, and of the facet of this intervention traditionally called predestination. Sources used in the examination are the Old and New Testaments, St. Augustine's major writings on the subject, Boethius, Aquinas, Scotus, Luther, Calvin, representative process theologians, and the most recently developed neo-Scholastic theology of providence.

157. GOD IN CONTEMPORARY RELIGIOUS THOUGHT
A study of the question of God's existence and nature in the writings of contemporary thinkers.

159. THEOLOGY OF THE SACRAMENTS
An analysis of the work of Christ as sacrament of God the Father, of the Church as the sacrament of Christ, and of baptism, confirmation, reconciliation, healing, the Eucharist, and orders as the principal sacramental actions of the Church (marriage is studied in a separate course). The course studies the origins in the Scriptures, as well as the traditional theological interpretations, of this sacramental nature.

166. THE THEOLOGY OF NON-VIOLENCE
An investigation of non-violence not only as an instrument of social change but as a way of life resulting from the Christian commitment.

168. WOMEN AND RELIGION
An investigation of the role of women in the religious traditions of East and West. A study of the concept of feminine and masculine symbolism in matriarchal and patriarchal social structures.

170. THE HISTORY OF CHRISTIANITY, PART I
A study of the history of the Church from the first community at Jerusalem until the eve of the Protestant reformation. The ruling perspective is that of developing theology and changing religious expression, but these set in their cultural and political contexts.

171. THE HISTORY OF CHRISTIANITY, PART II
A continuation of Religious Studies 170, beginning with the Protestant reformation and continuing until the present. Again the perspective is that of developing theology and changing religious expression.

172. CONTEMPORARY JUDAISM
A study of Judaism in the twentieth century in terms of its principal cultural and social influences, its religious forms and theological teaching.

174. CONTEMPORARY PROTESTANT THOUGHT
Selections from Karl Barth, Paul Tillich, Rudolph Bultmann and other prominent 20th century thinkers.

175. THE AMERICAN RELIGIOUS EXPERIENCE: COLONIES TO THE CIVIL WAR
Covers same time period as 75. Emphasis on intellectual and theological development. Considers same topics as 75, but stresses conflicting interpretations. Small group discussions and intensive readings in primary and secondary sources.

176. THE AMERICAN RELIGIOUS EXPERIENCE: CIVIL WAR TO THE PRESENT
Covers same time period as 76. Emphasis on intellectual and theological development. Considers same topics as 76, but stresses conflicting interpretations. Small group discussions and intensive readings in primary and secondary sources.

180. CHRISTIAN LITURGY II

185. LITERATURE AND THEOLOGY
Significant literature from various ages and cultures is studied for its theological content and relevance for the contemporary student.

190. RELIGION, SCIENCE AND TECHNOLOGY
A survey of the controversies between scientists and the Church, from Galileo through Darwin to the present. A focus on scientific method, revelation,

and the relation of God to the universe. Also a survey of current moral and social issues rising out of applied technology.

191. THE DEVELOPMENT OF DOCTRINE
A study of the development of Christian doctrine through (i) an examination of the Christological formulations of the early Church, (ii) an examination of the rise of the issue of development in modern Catholic theology, and (iii) an examination of contemporary discussions of how doctrines develop in reference to current issues in theology.

192. SPECIAL QUESTIONS IN RELIGIOUS STUDIES

193. CONTEMPORARY AMERICAN CULTS
A study of contemporary religious cults and movements in America, some Christian and some non-Christian.

194. ECUMENISM
A study of the movement toward closer relationships, cooperation, and (in some cases) merger, among Protestant and Orthodox Churches, and, more recently, between the Roman Catholic Church and other Christian Churches. Theological and non-theological factors affecting interchurch relationships.

195. DIRECTED STUDY: BIBLICAL HEBREW I
For Religious Studies majors only.

196. DIRECTED STUDY: BIBLICAL HEBREW II

197. PRACTICUM IN RELIGIOUS STUDIES
A combination of teaching or religious work, special readings, and theological reflection under the guidance of the department faculty. Restricted to majors in Religious Studies.

198. DIRECTED READING AND RESEARCH IN RELIGIOUS STUDIES
For Religious Studies majors only.

COLLEGE OF HUMANITIES
DEPARTMENT OF THEATRE ARTS

William R. James, Ph.D., *Chairman*

Associate Professor: William R. James
Assistant Professors: Frank P. Caltabiano, Frederick P. Tollini, S.J.
Lecturers: Albert L. Gibson, Barbara Murray, Michael Olich, John Privett, S.J., Janet Shaw
Artists-in-Residence: Charles Lampkin, Carolyn Silberman

The Department of Theatre Arts provides course work leading to the Bachelor of Arts Degree, and produces a number of plays each year in the Louis B. Mayer Theatre and the Fess Parker Studio Theatre.

The Degree Programs

The department offers the degree of Bachelor of Arts in Theatre Arts with three distinct areas of emphasis: Dramatic Art, Dance, and Television Production. The minimum requirement for a Major in each area of emphasis is five lower division and eight upper division courses, or 60 units. Each of the major options offers a broadly based liberal education, and an opportunity for specialized training.

The Dramatic Art Program. This major option provides study and training in theatre history, live theatre production, and drama. Normally, it includes: TA 10, 20, 30, either 31 or 32, 60, 150, 151, and two courses from the dramatic literature series 110 through 119. The remaining four courses normally are selected from upper division courses dealing with performance or technical skills.

Students who intend to pursue professional training in acting or technical production, or who intend to seek placement in apprentice programs in the professional theatre, must elect additional courses from inside and outside the Department designed to increase appropriate skills.

Curriculum Models are available for specializations in Acting and Technical Production.

The Dance Program. This option offers study and training in live theatre and dance. The dance training concentrates on Modern and Ballet techniques. Normally, it includes: TA 20, 32, 46, 47, 48, 143, 144, 145, 146, 147, and 149. The two remaining courses normally are obtained from choreographic and performance projects. Matriculating students with no dance background must commence training with TA 43, Basic Dance I.

All Dance majors are urged to maintain technique with continuous practice (three studios are available), or by auditing regular dance classes.

Curriculum Models are available for students interested in professional careers in dance or dance therapy.

The Television Production Program. This option offers study and training in television production and performance. Normally, it includes: TA 1, 10, 20, 32, 38, 165, 166, 167, 168, and 180. The remaining three courses are selected from upper division courses in journalism, political science, film, or theatrical production.

Curriculum Models are available for students interested in careers in television broadcasting and writing.

The Theatre Production Programs

In conjunction with its curricular programs, the Department produces a number of plays each year. This program usually includes a season of at least three faculty directed and designed plays in the Mayer Theatre, an unfixed number of faculty and student directed and designed plays in the Fess Parker Studio Theatre, and two major dance presentations.

Mayer Theatre productions often include the appearance of a professional guest artist, actor or director. The Studio Theatre plays are intended to provide a creative outlet for beginning actors, playwrights, and directors, and to provide an opportunity for experiment and innovation in theatre art.

All members of the University community are encouraged to audition or provide technical support for the Theatre Arts production program. Majors in Dramatic Art and Dance are expected to participate regularly in the production program.

1. FUNDAMENTALS OF SPEECH
A basic course in oral communication, stressing the practice of extemporaneous speaking. Lecture. Practice in informative and persuasive speaking.

5, 6. VOICE FOR THE STAGE I, II
Voice production and articulation. Lecture. Diagnosis. Exercises for improvement. Scansion.

10. INTRODUCTION TO THEATRE ARTS
The functions and techniques of the theatre artist. Vocabulary of the theatre. Representative plays studied as pieces to be performed.

11. ACTING FOR NON-MAJORS
Basic principles of role-playing for those with a casual interest in the acting process.

20, 21. BASIC ACTING I, II
Improvisation. Theatre Games. Role-playing. Sensitizing of physical and mental tools. Analysis of skills and problems of individual students.

25. MAKE-UP FOR STAGE
Basic principles of make-up for the stage. Youth, old-age, special problems. Use of all media.

29/129. REHEARSAL AND PERFORMANCE
Accumulated production credit given in the Spring term based on quality and quantity of performance and technical duties during previous three terms. Prior permission of faculty is required.

30. BASIC STAGECRAFT
Principles and techniques of stagecraft. Nomenclature. Handling and construction of scenery. Use of hand and power tools. Blueprint reading.

31. BASIC COSTUME CONSTRUCTION
Introduction to making costumes. Pattern drafting, sewing techniques, fabric studies.

32. BASIC LIGHTING AND SOUND FOR THE STAGE
Principles and practice. Color, instrumentation, basic electricity and electronics. Elementary design theory and practice.

38. INTRODUCTION TO TELEVISION PRODUCTION
Basic theory and technique of camera operation, lighting, audio, scripting, staging, directing. "Hands-on" practice.

42. LITURGICAL DANCE
Workshop course in sacred dance given in conjunction with the liturgy.

43, 44, 45. BASIC DANCE I, II, III.
Principles and techniques in Modern and Ballet.

46, 47, 48. INTERMEDIATE DANCE I, II, III.
Continuation of 45. Permission of instructor.

60. INTRODUCTION TO DRAMA
An elementary study of drama as a literary form. Dramatic structure, genres, and styles. Basic problems of interpretation.

110. CLASSICAL DRAMA
See English 110.

111. CONTINENTAL DRAMA
French, German, and Italian drama of the 17th, 18th, and early 19th centuries. Corneille, Moliere, Racine, Lessing, Goethe, Schiller, Goldoni, Voltaire, Hugo.

112. MODERN DRAMA
A study of continental drama from Ibsen to the present in translation. Emphasis on the avant-garde.

113, 114. ENGLISH DRAMA I, II
See English 113 and 114.

116, 117, 118. SHAKESPEARE
See English 116, 117, and 118.

119. AMERICAN DRAMA
A study of drama in the United States from 1787 to the present. Emphasis on the period after 1920.

123. CHARACTERIZATION
A detailed study of creative method in role development. Prerequisite: TA 21 or equivalent.

126, 127. ACTING STYLES I, II
Lecture, demonstration and practice in acting styles from Greek Classical to Modern. Prerequisite: TA 123 or equivalent.

130. ADVANCED STAGECRAFT
Development of skills in metal and plastics. Welding, special materials, and free-form structures. Prerequisite: TA 30 or equivalent. Alternate years.

131. THEATRE GRAPHICS
Introduction to graphic representation. Drafting, mechanical perspective, freehand drawing, isometrics.

133. SCENE DESIGN
Application of graphic skills to scenic design. Styles, scene painting technique, set decor. Prerequisite: TA 131 or equivalent.

134. HISTORY OF COSTUME
History of costume in Western world from ancient times to the present. Traditional and conventional stage costumes.

135. COSTUME DESIGN
Principles of costume design for the stage. Fabrics and special materials. Rendering. Prerequisite: TA 134 or equivalent.

143, 144, 145. ADVANCED MODERN DANCE I, II, III.
Studio course in the techniques of Modern dance. Prerequisite: TA 45 or equivalent.

146, 147. CHOREOGRAPHY I, II.
Improvisation, composition. Theory and principles of dance choreography. Prerequisite: TA 145 or equivalent. Alternate years.

149. HISTORY OF DANCE
Historical role of dance in society from ancient to modern times. Alternate years.

150, 151. HISTORY OF THE THEATRE I, II
A study of the physical theatre, production theory and practice, acting, and methods of staging from the ancient Greeks to modern times.

160. THEATRE ADMINISTRATION
Functions and techniques of the producer, business manager, house manager, stage manager, treasurer and publicist. Alternate years.

165. TELEVISION PRODUCTION PLANNING
Theory and practice of organizing and producing a television program. Prerequisite: TA 38 or equivalent.

166. TELEVISION DIRECTING
Principles and techniques of television directing. Aesthetics, analysis, and production problems. Prerequisite: TA 38 or equivalent.

167. TELEVISION WRITING
Art and technique of writing for television. Dramaturgic principles, scenario writing, teleplays. Prerequisite: Permission of instructor.

168. BROADCAST JOURNALISM
Researching, writing, editing, reporting television news and documentaries. Prerequisite: TA 38.

170. PLAYWRITING
Critical analysis of dramatic structure for the playwright. Scenarios, character studies, writing of original plays. Alternate years.

172. THEORY OF STAGE DIRECTING
A basic course in the problems, techniques, and theory of directing plays for the live theater. Alternate years.

173. STAGE DIRECTING PRACTICE
A two-quarter project in directing, commencing Winter term. Directing projects include a short play fully staged. Prerequisite: TA 172 or equivalent.

180. CREATIVE PROJECTS
Projects in directing, choreography, technical production, design, playwriting, administration, television production initiated by the student who has exhausted course possibilities in chosen topic. Written proposal must be approved by supervisor and Chairman prior to registration.

186. SPECIAL TOPICS IN DRAMA
Course reserved for special topics in dramatic literature. May be repeated for credit as topic varies.

190. INDEPENDENT STUDY
Limited to historical and literary research topics. Written proposal must be approved by supervisor and Chairman prior to registration.

198. PRACTICUM
Reserved for projects with recognized institutions outside of the University. Written proposal must be approved by supervisor and Chairman prior to registration.

199. RECITAL
Reserved for senior recitals in acting and dance. Written proposal must be approved by supervisor and Chairman prior to registration.

THE COLLEGE OF SCIENCES

John B. Drahmann, Ph.D., *Dean*

DEGREE PROGRAMS

Bachelor of Science
Bachelor of Combined Sciences

The College of Sciences offers major programs leading to the degree of Bachelor of Science in the areas of Biology, Chemistry, Computer Science, Engineering Physics, Mathematics, Physics, Economics, Anthropology, Political Science, Sociology, and Psychology. A program of study leading to the degree of Bachelor of Combined Sciences is also available.

ACADEMIC INFORMATION

Freshmen and sophomores, except for Honors students and those with a placement, are normally restricted to lower-division courses (numbered 1 to 99). A minimum of 60 upper-division units must be completed after reaching Junior standing.

Credit by examination may be earned according to the rules specified in the section, "Academic Requirements and Regulations," except for courses involving laboratory work, seminar courses, or courses labeled NCX. Course descriptions indicate where laboratory is required.

COLLEGE OF SCIENCES

The College of Sciences requires that candidates for a Bachelor of Science degree complete 175 quarter units; of these at least 60 must be earned in upper division courses taken during the junior and senior years.

In addition to the requirements of the major department, the student must meet the following minimum general education requirements:

*English: Two courses in composition and literature.

Humanities: Four courses selected from any of the academic areas in the College of Humanities, but with no more than two courses in any one discipline.

Social Sciences: Two courses selected from the areas of Psychology, Anthropology, Sociology, Economics, Political Science, and Geography.

Natural Sciences: Two courses in the natural sciences or one course, if it has a laboratory associated with it.

Mathematics: Two courses.

Contemporary Issues: One course in the general area of Ethnic Studies

*For students who intend to earn a Secondary Credential, four courses in English are required. One of these must be in Advanced English Composition.

COLLEGE OF SCIENCES
DEPARTMENT OF BIOLOGY

Thomas N. Fast, Ph.D., *Chairman*

Professors: Francis R. Flaim, John S. Mooring
Associate Professors: William R. Eisinger, Thomas N. Fast, Geraldine A. Tomlinson
Assistant Professors: Peter N. D'Eliscu, Susan E. Germeraad
Visiting Assistant Professor: Linda D. Caren

The biology curriculum reflects the recent expansion of, and changes in, the life sciences. All students take a basic core curriculum — the "Thirty Series" — then elect advanced Biology courses. This training enables a graduate to enter a variety of professional schools, graduate schools in many fields, to find employment in areas of the life sciences, or (upon certification), to teach biology in secondary schools. The present Biology Curriculum satisfies the requirements for a Single-Subject Credential Program in Education (p. 64).

Students who wish to make biology their major subject are required to fulfill the general requirements of the College of Sciences and complete the following for the Bachelor of Science degree:

1. Biology 30, 31, 32, 33, and 34; Chemistry 1, 2 and 35, 36.
2. Physics 4, 5, 6 *or* Physics 1 and 2.
3. A minimum of seven upper-division biology courses, five of which must include laboratory; these are to be selected in consultation with their faculty advisors.
    a) Students will be required to complete at least one upper-division course from each of the following categories: Animal, Plant, Cell, and Population Biology. A single course may not satisfy the requirement in more than one category.
    b) An overall C average must be maintained in Biology courses.
    c) Each candidate for a degree is required to pass a comprehensive examination during the last year of residence. The examination is given on the second Wednesday of the Spring Term. All students registered as seniors that quarter must pass this examination even though they might not graduate in June. Under unusual or exceptional circumstances, the Graduate Record Examination in Advanced Biology may be substituted with departmental approval.
4. Chemistry 10, and 37 and Mathematics 8 (statistics) are desirable all and should be taken by those who plan professional studies in medicine, dentistry, or graduate studies in biology.
5. Although a foreign language is not a departmental requirement, students aspiring to enter graduate schools are strongly advised to study German and/or French.
6. Mathematics 11, 12, 13 (Calculus), are recommended to all prospective candidates to graduate or professional schools; Mathematics 6, 7 are satisfactory for other students.

Honors Program

An Honors student in Biology is eligible for Biology 195 and is also eligible to take Honors courses in other departments. In addition, a student who demonstrates competence in a particular field of biology may, with departmental approval, carry out independent research in conjunction with regularly offered courses.

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7. ANATOMY
A detailed study of mammalian tissues and organ systems with introduction to embryology. Laboratory 30 hours.

8. PHYSIOLOGY
Elementary vertebrate physiology. Functions of organs and organ systems. Laboratory 30 hours. Prerequisite: Biology 7 or equivalent.

30. CELLS AND HEREDITY
An introduction to cell biology including a descriptive study of plant and animal cells and their organelles, as well as an examination of Mendelian genetics. Laboratory 30 hours. Prerequisite: Concurrent enrollment in Chemistry 1.

31. BOTANY
A survey of the plant kingdom combined with an introduction to plant morphology, anatomy, physiology and development. Laboratory 30 hours. Prerequisites: Biology 30, Chemistry 1, and concurrent enrollment in Chemistry 2.

32. AN INTRODUCTION TO ZOOLOGY
The animal kingdom, classification, embryology, anatomy and function of invertebrate and vertebrate organisms and organ systems. Laboratory 30 hours. Prerequisites: Biology 30 and Chemistry 2.

33. THE BIOLOGY OF POPULATIONS
A survey of the physical and biological factors that determine the distribution and abundance of organisms. Laboratory 30 hours. Prerequisites Biology 31, 32 or equivalent.

34. CELL BIOCHEMISTRY AND PHYSIOLOGY
An introduction to the metabolic processes of cells, including the biochemistry of cell components, p^H, p^K and buffers. Anabolism and catabolism of carbohydrates, lipids, proteins and nucleic acids. Laboratory 30 hours. Prerequisites: Biology 30, Chemistry 35 and 36 (Chemistry 36 may be taken concurrently) or permission of instructor. Biology 32 recommended.

80. INTRODUCTION TO MARINE SCIENCE
Biology of the marine environment, including a survey of marine organisms and their adaptations to various habitats. Physical and chemical factors in oceanography, marine pollution. Non-majors only; spring term only. NCX*

85. MICROBES AND MAN
The interaction of microorganisms and humans, including microbial ecology, human diseases, allergy, the microbiology of food and recombinant DNA research. Non-majors only. NCX*

99. SPECIAL TOPICS
Investigation of a specific area or topic in the biological sciences. Open to non-majors as well as majors.

101. VERTEBRATE ANATOMY
Comparative structure, organization, adaptation, classification. Laboratory 60 hours. Prerequisites: Biology 30, 32 or equivalent. Fall Term only.

104. BIOLOGY SEMINAR
Selected topics in biology. Prerequisite: Upper division standing in biology. NCX*

107. HISTOLOGY AND CYTOLOGY
Cells, basic tissue types, structure and histogenesis. Basic histological techniques. Laboratory 60 hours. Prerequisite: Biology 32, 34 or equivalent.

110. GENETICS
A study of the basic principles governing inheritance in plants and animals with emphasis on molecular aspects. Laboratory 30 hours. Prerequisites: Biology 30, 34 and Chemistry 35 and 36 or equivalents.

112. PATHOGENIC MICROBIOLOGY
Examination of pathogenic microorganisms; diseases, diagnosis, immunological techniques. Laboratory 60 hours. Prerequisite: Biology 11

113. GENERAL MICROBIOLOGY
Characteristics of microorganisms: bacteria, fungi, viruses, rickettsiae. Identification, isolation, morphology, physiology. Laboratory 50 hours. Prerequisites: Biology 30 and 34, Chemistry 36, or permission of instructor.

114. IMMUNOLOGY
Principles, mechanisms and techniques of humoral and cellular aspects of the immune response, including immediate and delayed hypersensitivity, tissue transplantation, tumor immunology and immunodeficient states in humans. Prerequisite: Biology 113.

115. ANIMAL DEVELOPMENT
Developmental phenomena as observed on the cellular and organismal level with special emphasis on gene interaction in differentiation, morphogenesis, and growth. Laboratory 50 hours. Prerequisite: Biology 34 and 110 or equivalent.

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*Exempted from challenge; not offered 1979-80.

118. GENERAL PARASITOLOGY
Parasitic animals and plants, evolution and energetics of symbiotic interactions, medically important parasites and vectors, parasite-host adaptations and physiology. Laboratory and field work 60 hours. Prerequisite: Biology 32 or equivalent.

124. ANIMAL PHYSIOLOGY
A comparative study of organs and organ systems among vertebrates and invertebrates. Laboratory 60 hours. Prerequisites: Biology 32 and 34 or equivalent.

125. PLANT PHYSIOLOGY
An examination of the physiological processes of plants with an emphasis on current research in the field. Laboratory 30 hours. Prerequisites: Biology 31 and 34 and Chemistry 35 and 36.

128. PLANT DEVELOPMENT
Study of plant development with emphasis on the experimental approach and current research. Laboratory 30 hours. Prerequisites: Biology 31 and 34 and Chemistry 35 and 36.

130. ECONOMIC BOTANY
A critical analysis of plant food production potentials with special consideration of modern approaches to pest control. Prerequisites: Biology 31 and 34 and Chemistry 35 and 36. NCX*

132. FIELD BOTANY
Field study of vascular plants, especially the seed plants of California; their identification, distribution, and ecology. Laboratory 60 hours. Prerequisite: Biology 31 or equivalent. Spring Term only.

140. INVERTEBRATE BIOLOGY**
Invertebrate physiology, anatomy, behavior, and ecology, with emphasis on the fauna of California. Laboratory and field work 60 hours. Prerequisite: Biology 32 or equivalent. Alternates with Biology 118.

156. GENERAL ECOLOGY**
Plant and animal populations, habitats, relationships, and adaptations. Laboratory and field work; community analysis, measurements of physical factors. Laboratory and field work 30 hours. Prerequisites: Biology 33, Math 8. Alternates with Biology 157.

157. MARINE ECOLOGY
Biology of the marine environment, emphasizing community and population interactions with biotic and physical factors. Diversity, energetics, and popu-

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*Exempted from challenge.

**Not offered 1979-80.

lation ecology of marine organisms. Laboratory and field work 60 hours. Prerequisites: Biology 33, Mathematics 8. Alternates with Biology 156.

171. CHEMICAL BIOLOGY
Chemistry of biologically important compounds. Reactions and interactions of amino acids, proteins, carbohydrates, lipids, nucleic acids, hormones, vitamins and steroids. Nutrition. Prerequisites: Biology 34 (with a grade of C+ or better) and Chemistry 37 or permission of instructor. NCX*.

172. BIOCHEMICAL TECHNIQUES
A laboratory course designed to acquaint those students who have had a lecture course in advanced biochemistry with classic and current biochemical techniques. Prerequisites: Biology 34 and 171 (or equivalent courses) with a grade in each of C+ or better, or permission of instructor. Laboratory 80 hours.

173. EVOLUTION
The basic principles of organic evolution, with emphasis upon the modern synthetic Theory of Evolution. Prerequisite: Biology 33 or permission of instructor.

180. PRINCIPLES OF HUMAN HEREDITY
A study of human reproductive mechanisms, hereditary patterns and transmission, and the role of genes in development. Designed for non-majors. Prerequisite: Previous biology course or permission of instructor. NCX*

190. CONTEMPORARY ISSUES IN BIOLOGY
A specialized treatment of some aspect of biology which is of current interest to the biologist as well as to society in general. Prerequisites will be specified according to topic.

195. UNDERGRADUATE RESEARCH
Supervised laboratory research culminating in a written report suitable for publication. Sustained for one year with credit given for one term. Prerequisite: Departmental Permission. Students wishing to take this course should have a GPA of 3.0 or better in Biology and must present an outline of their projected research to the departmental chairperson not later than the fifth week of the term preceding the start of the project. NCX*

199. INDEPENDENT STUDY IN BIOLOGY
Detailed investigation of specific topics in biology under the close direction of a faculty member. Prerequisite: Departmental permission. Students wishing to take this course should have a GPA of 3.0 or better in Biology and must present an outline of their projected research to the departmental chairperson not later than the fifth week of the term preceding the start of the project which will continue for one term only. NCX*

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*Exempted from challenge.

COLLEGE OF SCIENCES
DEPARTMENT OF CHEMISTRY

Robert J. Pfeiffer, Ph.D., *Chairman*

Professor Emeritus: Joseph F. Deck
Professor: William F. Sheehan
Associate Professors: Lawrence C. Nathan, Robert J. Pfeiffer, Michael A. Sweeney
Assistant Professors: Lois C. Rosenthal, David White

The Department of Chemistry offers two baccalaureate degrees: (1) Bachelor of Science in Chemistry (Certified by the American Chemical Society), and (2) Bachelor of Science with a major in Chemistry.

Bachelor of Science in Chemistry (Certified)

This four-year curriculum provides graduates with the training necessary to enter work as chemists in various industrial and governmental laboratories or to transfer upon graduation to institutions offering advanced degrees in Chemistry or Medicine. The American Chemical Society certifies that this degree meets all its recommended standards for the professional training of chemists. High School preparation should include algebra, geometry, trigonometry, physics, and chemistry.

Requirements for Bachelor of Sciences in Chemistry (Certified)

Requirements in Major. Chemistry 1, 3, 11, 35, 36, 37. Chemistry 101, 110, 112, 151, 152, 153, 180, and two additional upper-division chemistry courses. One upper-division course in Physics, Mathematics, Engineering, or Biology may be substituted for an upper-division course in Chemistry not explicitly specified.

Required Supporting Courses: Mathematics 11, 12, and 13. Physics 4, 5, and 6.

Recommended Supporting Course: Mathematics 21.

A grade-point average of 2.0 or more for all chemistry courses undertaken is required for admission to, or retention in, this program. A reading knowledge of French, German, or Russian is required, and the student must pass an examination in the language of choice administered by competent faculty.

Honors Program

Students of superior ability who enroll for either chemistry degree may apply for admission to the Honors Program.

Bachelor of Science with a Major in Chemistry

This four-year program provides a liberal scientific degree with emphasis on the central science that lies between physics and biology. It offers chemical training for those planning to obtain work of a broad technical nature, either in scientific laboratories or in fields allied in chemistry. This program will suffice for careers in patent law, library work, teaching, scientific communications, or business or industries having chemical products. This program will adequately prepare the student for entrance into medical, dental or other programs dealing with the health, geological, agricultural, or

materials sciences. High school preparation should include algebra, geometry, trigonometry, and chemistry.

Requirements for Bachelor of Science with a Major in Chemistry

Requirements in Major: Chemistry 1, 3, 11, 35, 36, 37, 110, 112, 151, 152. Besides Chemistry 110, 112, 151, and 152, a student must take five upper division chemistry courses, of which three may be biology, mathematics, engineering, or physics, all in the upper-division. At least one of these five elective upper-division courses must have a laboratory, and each of the five must be such as to be acceptable in its own major as a course required in that major. Students interested in the health sciences would select Biology as the science other than Chemistry. A grade-point average of 2.0 or more for all chemistry courses undertaken is required.

Required Supporting Courses: Physics 1, 2, or 4, 5 and 6. Mathematics 11, 12, and 13.

NB. The following pairs of courses are the same in content and scheduling except for laboratory work: 2 and 4, 37 and 38. Laboratory courses generally require payment for breakage and chemicals after each course is completed. See Student Expenses.

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1. GENERAL CHEMISTRY I

Atomic Structure. Periodic Properties and the Periodic Table. Nomenclature. Chemical Bonding. Chemical Equations and Quantitative Relationships. Properties of Gases, Liquids, and Solids. Solutions. Equivalent Weights. Oxidation and Reduction. Quantitative determinations in the laboratory exercises. Laboratory 30 hours. Fall Term. Prerequisites: High School Chemistry, Physics, Algebra, Geometry, and Trigonometry.

2. GENERAL CHEMISTRY II

Chemical Kinetics. Equilibrium. Acids and Bases. Ionic Equilibria. Chemical Thermodynamics. Electrochemistry. Molecular Geometry. Properties and Structures of metals, non-metals, and their compounds. Laboratory 30 hours. Prerequisite: CH I. Winter Term.

3. GENERAL CHEMISTRY (HONORS)

Solutions. Electrochemistry. Thermodynamics. Chemical Equilibrium. Ionic Equilibria. Chemical Kinetics. Acids and Bases. Molecular Structure. Chemical Properties. Laboratory 30 hours. Prerequisite: CH 1, Winter Term.

4. GENERAL CHEMISTRY II FOR ENGINEERS

Same as Chemistry 2 but without laboratory. Prerequisite: CH I. Winter Term. NCX*

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*Exempted from challenge.

7. THE ART OF CHEMISTRY

Atomic and Molecular structure. Laws of chemical change. Kinetic Theory. Periodic Table. Chemical Reactions. A brief treatise on the elements. For the non-science student. Laboratory 30 hours. Winter Term.

8. CHEMISTRY IN EVERYDAY LIVING

Atomic structure. Water. Acids and bases. Compounds of carbon. Food chemistry. Plastics. Biochemical reactions. The role of Chemistry in modern life. Laboratory 30 hours. Prerequisite: High school Chemistry or CH 7. Spring Term.

9. CHEMISTRY IN EVERYDAY LIVING

Same as Chemistry 8 but without laboratory. Prerequisite: High school Chemistry or equivalent. Lectures 75 min. daily. Summer Session only. NCX*

10. QUANTITATIVE ANALYSIS FOR BIOLOGISTS

Theories and practice of acidimetry, alkalimetry. Complexiметric titrations. Introduction to theories of oxidimetry and reductimetry. Laboratory 40 hours. Prerequisite: CH 2. Spring Term.

11. QUANTITATIVE ANALYSIS FOR CHEMISTS

Theories and practice of acidimetry, alkalimetry. Complexiметric titrations. Introduction to gravimetric analysis. Introduction to theories of oxidimetry and reductimetry. Laboratory work will also include elementary instrumentation. Laboratory 80 hours. Prerequisite: CH 2 or 3. Spring Term.

30. SURVEY OF ORGANIC CHEMISTRY

A survey of the more important classes of organic compounds with emphasis on materials of interest to the students of the biological sciences. Laboratory 30 hours. Intended for students not majoring in chemistry and not planning to take additional courses in organic chemistry. Prerequisite: CH 1 or 7. Spring Term.

35. ORGANIC CHEMISTRY I

Basic concepts of bonding and structure in organic compounds, stereochemistry. Physical and chemical properties of aliphatic and aroma hydrocarbons. Aromaticity. Introduction to reaction mechanisms. Laboratory 30 hours. Prerequisite: CH 2 or 3. Fall Term.

36. ORGANIC CHEMISTRY II

Spectroscopic analysis of organic compounds. Preparation and properties of compounds containing one functonal group. Continued study of reaction mechanisms. Molecular orbital treatment of resonance. Laboratory 30 hours. Prerequisite: CH 35. Winter term.

37. ORGANIC CHEMISTRY III FOR CHEMISTS
Chemistry of polyfunctional compounds. Introduction to heterocyclic compounds, proteins, carbohydrates and polynuclear aromatic compounds. Polymers. Orbital symmetry concepts. Rearrangements and neighboring group participation. Lab 60 hrs. Prerequisite: CH 36. Spring term. Required for chemistry majors.

38. ORGANIC CHEMISTRY III
Same as Chemistry 37, but with 30 hours of laboratory.

99. SPECIAL TOPICS
Theoretical or experimental study or research supervised by a faculty member whose permission must be received before registration for this course. Special administrative permission is also required.

101. ADVANCED INORGANIC CHEMISTRY
Atomic structure. Periodic Law. Chemical bonding. Molecular geometry. Crystal Structure. Chemical properties of the elements. Symmetry and group theory. Coordination chemistry. Synthetic inorganic chemistry. Laboratory 30 hours. Prerequisites: CH 11, and 36. Fall Term.

110. INSTRUMENTAL METHODS OF ANALYSIS
Principles and use of instruments. Ultraviolet, visible, infrared, raman, nuclear magnetic resonance, and atomic absorption spectroscopy. Selected electroanalytical methods. Magnetic susceptibility. Theory of X-ray diffraction. Introduction to computer methods in chemistry. Laboratory 45 hours. Prerequisites: CH 11, 37, 152. CH 101 is recommended. Fall Term.

112. ADVANCED QUANTITATIVE ANALYSIS
Advanced volumetric and gravimetric analysis, and aspects of instrumental analysis emphasizing quantitative analysis: Oxidation-reduction equilibria and electrochemical analysis by both instrumental and non-instrumental techniques. Complexion titrations, instrumental and non-instrumental. Gravimetric analysis. Gas chromatography, theory and practice. Mass spectrometry, theory and workshop. Laboratory 45 hours. Prerequisite: CH 10 or 11, 152. Winter term.

134. ADVANCED ORGANIC CHEMISTRY I
Synthesis and properties of five and six-membered rings with one heterocyclic atom. Brief introduction to other classes. Prerequisites: CH 37. Fall Term. NCX*

Exempted from challenge.

135. ADVANCED ORGANIC CHEMISTRY II (PHYSICAL ORGANIC CHEMISTRY)

Molecular orbital treatment of organic molecules. Mechanisms. Structure/reactivity relationships. Photochemistry. Conservation of orbital symmetry. Applications of absorption spectroscopy to organic compounds. Prerequisite: CH 37, 152. Fall or Winter Term. NCX*

136. ADVANCED ORGANIC CHEMISTRY III

Synthesis, biosynthesis and structure determination of acetogenins, isoprenoids and alkaloids. Emphasis on reaction mechanisms and stereochemistry. Prerequisite: CH 37. Spring term. NCX*

140. BIOCHEMISTRY

Nucleic acids, proteins, carbohydrates, lipids. DNA replication, enzymes, bioenergetics, membrane structure. Intermediary metabolism, including biological reaction mechanisms. Prerequisite: CH 36. Fall or Winter Term. NCX*

150. SURVEY OF PHYSICAL CHEMISTRY

Energy. Enthalpy. Free Energy. Electrolytes. Osmosis. Donnan Effect. Electrochemistry. Biological oxidations. Membrane Potentials. Macromolecules. Spectroscopy. Intended for students majoring in the biological sciences, this course does not count toward a major in Chemistry. Prerequisites: CH 10 or 11; 35; Math 11 or consent of instructor. Spring term. NCX*

151. PHYSICAL CHEMISTRY I

Energy. Enthalphy. Entropy. Free Energy. Equations of state. Chemical potential. Phase transitions. Laboratory 60 hours. Prerequisites: CH 10 or 11. Mathematics 13. Physics 2 or 6. Winter term.

152. PHYSICAL CHEMISTRY II

Colligative properties. Chemical equilibrium. Electrolytes. Electrochemical cells. Chemical kinetics. Spectroscopy. Laboratory 60 hours. Prerequisite: CH 151. Spring term.

153. PHYSICAL CHEMISTRY III

Quantum mechanics. Particle in box. Harmonic oscillator. Hydrogen atom. Variation method. Virial theorem. Molecular structure and spectroscopy. Statistical mechanics. Reaction rate theory. Problems, small and gigantic. Prequisite: CH 152. Recommended prerequisite: Math 021. Spring Term. NCX*

154. NUCLEAR CHEMISTRY AND RADIOCHEMISTRY

Nuclear Chemistry: nuclear structure, radioactive decay, nuclear reactions. Radiochemistry: interaction of radiation with matter; counters, tracers in

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*Exempted from challenge.

chemistry. Prerequisites: PH 2 or 6; MA 11; and CH 150 or CH 152 or PH 7. Fall term. NCX*

180. UNDERGRADUATE RESEARCH AND SEMINAR
Individual research for senior chemistry majors under direction of faculty. Chemical and/or computer laboratory to be arranged. A written report suitable for publication and oral presentation of that report in seminar are required for credit. Regular attendance at seminars is required. Prerequisite: CH 152 and competence in a foreign language.

199. INDEPENDENT STUDY IN CHEMISTRY
Detailed investigation and directed reading on advanced topics, under the close supervision of a faculty member. Permission of the Dean, Chairman, and instructor must be obtained before registration. Any term. NCX*

*Exempted from challenge

COLLEGE OF SCIENCES
BACHELOR OF COMBINED SCIENCES

Dr. Joseph F. Deck, *Director*
Professor Emeritus of Chemistry

The College of Sciences offers a program specifically designed for those students who wish to take a greater responsibility in obtaining a true and useful education. By incorporating the study of both the social and natural sciences, the curriculum challenges the student to make full use of the faculty and facilities of the College of Sciences. It contains features which respond directly to the demands placed on college graduates by the modern world. Completion of the program merits a Bachelor of Combined Science degree (B.C.S.).

This unusual course of study offers: 1) an appealing alternative to a regular departmental major, 2) a liberal science degree of particular relevance in our modern society, 3) a non-specific scientific background useful for those students planning careers in the many areas of government or industry in which science plays a vital role, and, 4) a preparation for students contemplating careers in any of the various health sciences.

An especially noteworthy feature of the program is its flexibility in the student's final year. Having established a solid background in all academic areas of the College during the first three years, the students are free during their senior year to select the combination of upper-division courses best suited to their educational and career goals.

Requirements for Bachelor of Combined Sciences, B.C.S.

Required Courses in the Natural Sciences:

Chemistry 001, 002, 030 (or in place of 030 the 3-term course sequence in organic chemistry if needed), Mathematics 011, 012, and 013, statistics, Physics 004, 005, and 006, or Physics 001 and 002 (with approval of Director), Biology 030, 032, and 034.

Required Courses in the Social Sciences:

Economics 001, 002, Psychology 010, and 011, Sociology 001, 118, Anthropology 003, and Political Science 001, 002.

Required Courses in the Humanities:

English (two terms), Religious Studies (three terms).

Twelve (12) upper division courses are required for the degree, seven of which must be taken from the College of Sciences. To complete the program of 175 units, additional courses should be elected in the Humanities.

CURRICULUM FOR BACHELOR OF COMBINED SCIENCES DEGREE
NATURAL SCIENCES

Fall	Winter	Spring
Chemistry 001	Chemistry 002	Math 013
Economics 001	Economics 002	Religious Studies

English 001 Math 011	English 002 Math 012	Statistics Physics 004
Biology 030 Elective (or Chem 035) Sociology 001 Physics 005	Religious Studies Elective (or Chem 036) Psychology 010 Physics 006	Biology 032 Elective (or Physics 004) Psychology 011 Chemistry 030 or 036
Political Science 001 Sociology 118 Elective*	Biology 034 Anthropology 003 Political Science 002	Religious Studies (U/D) Elective* Elective*
Elective* Elective* Elective*	Elective* Elective* Elective*	Elective* Elective* Elective*

CURRICULUM FOR BACHELOR OF COMBINED SCIENCES DEGREE
SOCIAL SCIENCES

Fall	Winter	Spring
Chemistry 001 Economics 001 English 001 Sociology 001	Chemistry 002 Economics 002 English 002 Psychology 010	Math 001 Religious Studies Statistics Psychology 011
Political Science 001 Elective Math 011 Anthropology 003	Political Science 002 Elective Math 012 Religious Studies	Religious Studies Math 013 Physics 004 or Elective Chemistry 030
Biology 030 Physics 005 or 001 Sociology 118	Biology 031 Physics 006 or 002 Elective*	Religious Studies (U/D) Biology 032 Elective
Elective* Elective* Elective*	Elective* Elective* Elective*	Elective* Elective* Elective*

*Seven of these 12-13 electives must be upper division courses in the College of Sciences; five more upper division courses are also required for graduation. Total quarter units must be at least 175.

COLLEGE OF SCIENCES

DEPARTMENT OF ECONOMICS

Mario L. Belotti, Ph.D., *Chairman*

Professors: Mario L. Belotti, William F. Donnelly, S.J., J. M. Heineke, Thaddeus J. Whalen, Jr.
Associate Professors: Henry G. Demmert, Thomas Russell
Assistant Professors: Richard T. Coz, S.J., Masako N. Darrough, Hersh Shefrin, Robert K. Springer
Acting Assistant Professor: Philip Mirowski

Students majoring in Economics in addition to fulfilling the general requirements for a Bachelor of Science degree, must complete the following departmental requirements:

Lower Division: Economics 1, 2 and 3; Economics 55 (Quantitative Methods 40 may be substituted); two math courses (Math 11, Analytical Geometry and Calculus 1, and Math 12, Analytical Geometry and Calculus II), and a computer course (BA 17 or Engineering 3 or equivalent).

Upper Divison: Economics 114, 115, 116 and 173 or 174. One course to be chosen from Economics 122, 128 or 180; and one course to be chosen from Economics 120, 121 or 124. Three upper division economics electives. (Students may petition to substitute one of the upper-division economics electives with another course.)

SPECIAL PROGRAMS

Emphasis in Mathematical Economics

The Departments of Mathematics and Economics offer jointly a program providing an emphasis in mathematical economics. Students wishing to participate will major in either mathematics or economics but will pursue a special course of study to emphasize the utilization of mathematics in the study of economics; participation in this course of study will be noted on the student's transcript. This program will be especially valuable for students planning graduate work and/or careers in actuarial science, economics, mathematics, operations research, systems engineering and related fields. The core of the program consists of Economics 114, 115, 170, 171 and 177; Mathematics 21, 22, 52, 53, 102; and either Economics 174 or Mathematics 122, 123. Full descriptions of the program may be obtained from the Chairmen of the Departments of Economics or Mathematics.

Emphasis in Political Economy

The Departments of Economics and Political Science offer jointly a program providing an emphasis in Political Economy. Students wishing to participate will major in either economics or political science but will pursue a special course of study which emphasizes the interdependence of economics and political science in the analysis and solution of current domestic and world economic problems. Participation in this program will be noted in the student's transcript. This program will be especially valuable to students planning graduate work and/or careers in public affairs, law, eco-

nomics and political science. The core of the program consists of Economics 114, 115, 116, 120 and 173 or 174; Political Science 150, 151, 165 and 167. Full descriptions of the program may be obtained from the Chairmen of the Departments of Economics or Political Science.

Honors Program

In collaboration with other departments of the Social Science Division, the Department of Economics offers to its best students an Honors Program consisting of special seminars and independent studies. Students will be admitted into the Honors Program only upon faculty recommendation.

Lower Division Courses

1. PRINCIPLES OF ECONOMICS I
An introduction to the general principles, terminology, and methods of macroeconomics.

2. PRINCIPLES OF ECONOMICS II
An introduction to the general principles, terminology, and methods of microeconomics.

3. PRINCIPLES OF ECONOMICS III
A study of contemporary economic issues and problems. This course will use the methodology and tools learned in Economics 1 and 2 to investigate in detail some of the major economic issues of the day. Prerequisite: Economics 1 and 2 or permission of the instructor.

12. AMERICAN ECONOMIC HISTORY
A study of the economic history of the United States with special emphasis upon basic economic organizations, such as the business enterprise, the labor union, and the economic functions of government.

55. STATISTICS
Introduction to statistical methods and techniques for both discrete and continuous random variables.

Upper Division Courses

(Economics 1 and 2, or permission of the instructor, is required for all upper-division courses.)

114. MICROECONOMICS I
An introduction to the theory of demand production, cost and pricing.

115. AGGREGATE ECONOMIC THEORY
The focus of this course is on the macro, or aggregative aspects of the economy. It emphasizes modern macroeconomic models which aim at explaining the level of output, employment and prices.

116. HISTORY OF ECONOMIC THOUGHT
A study of the evolution of economic ideas and their influence on the development of economic practices. Prerequisites: Economics 114 and 115.

117. EUROPEAN ECONOMIC HISTORY
A study of the preindustrial environment and industrial growth patterns of the western European countries.

118. COMPARATIVE ECONOMICS SYSTEMS
In this course the performance of market economies is contrasted to that of centrally planned, non-market economies and to that of "mixed" economies. The question of performance is addressed from both a theoretical and a practical point of view.

120. ECONOMICS OF THE PUBLIC SECTOR
In this course microeconomic theory will be applied to the analysis of the public sector. Prerequisites: Economics 114.

121. MICROECONOMICS II
The purpose of this course is to acquaint the student with applications of microeconomic theory to familiar economic problems.
Prerequisite: Economics 114.

122. MONEY AND BANKING
A theoretical, institutional, and historical approach to the study of money and banking, with particular emphasis upon the relationship between the monetary and banking system and the rest of the economy.

124. INDUSTRIAL ORGANIZATION
A microanalysis of the structure, conduct, and performance of American industry. Prerequisite: Economics 114.

125. WELFARE ECONOMICS
A study of the principles by which economists evaluate the social desirability of alternative market arrangements. Prerequisite: Economics 114.

126. ECONOMICS AND THE LAW
An application of the tools of economic theory to the analysis of law and legal institutions as they exist in the contemporary United States. Topics include a theory of property rights, the economics of the common law, income distribution and theories of economic justice, the economics of crime and

punishment, antitrust law and regulatory law. Prerequisite: Economics 114 or permission of the instructor.

128. BUSINESS CYCLES AND FORECASTING
A study of the nature and causes of economic instability in an industrial economy.

129. ECONOMIC DEVELOPMENT
An analysis of the historical and theoretical context underlying present efforts to increase the rate of economic growth in underdeveloped countries.

130. LATIN AMERICA ECONOMIC DEVELOPMENT
An examination of the economic development of Latin American countries with particular emphasis on the relationships between economic growth and the social, political and economic structures of these countries.

131. AFRICA ECONOMIC DEVELOPMENT
A study of the economic development of Africa, with particular emphasis upon the relationships between economic growth and the social, political and economic structures of these countries.

132. ASIA ECONOMIC DEVELOPMENT
A study of the economic development of Asian countries with particular emphasis upon the relationships between economic growth and the social, political, and economic structures of these countries.

133. SOVIET ECONOMIC DEVELOPMENT
A study of the economic development of the Soviet Union since the Communist Revolution.

134. GROWTH DYNAMICS AND PLANNING
A study of various theoretical growth models and their application to development, planning and project evaluation. Prerequisites: Economics 114 and 115.

140. URBAN ECONOMICS
This course examines the economics of urban problems with emphasis on location and land use, the housing market, and transportation. The interaction of location and land use decisions with the housing market and the transportation system is analyzed with reference to the amelioration of urban problems. Prerequisite: Economics 114 or permission of instructor.

141. ENVIRONMENTAL ECONOMICS
A course in the application of basic economic principles to questions concerned with the appropriate use of environmental resources. Emphasis is on the role of cost/benefit analysis in designing environmental policy. Prerequisite: Economics 114.

142. ECONOMICS OF NATURAL RESOURCES
This course will explore the supply of and demand for energy from national and international perspectives. The relationship between energy use, economic growth, and the environment will be investigated. Prerequisites: Economics 1 and 2.

150. LABOR ECONOMICS
A study of labor productivity, incomes, employment and how these are affected by labor organizations and labor legislation.

160. THE ECONOMICS OF POVERTY
A study of the economic conditions which lead to poverty and possible alternative policies directed at modifying such conditions.

170. MATHEMATICAL ECONOMICS I
In this course many familiar micro and macroeconomic models are generalized and reformulated as mathematical systems. Attention is focused on exploring the properties of these models using mathematical techniques. Emphasis is primarily on static models. Prerequisites: Mathematics 11 and 12, Economics 114 and 115, or consent of professor.

171. MATHEMATICAL ECONOMICS II
Analysis of dynamic economic models. Differential and difference equations are used to explore economic growth, technological change and other topics in both macro and micro economics. Selected topics from the economics of uncertainty are also discussed. Prerequisites: Mathematics 11 and 12, Economics 114 and 115, or consent of professor.

173. ANALYSIS OF ECONOMIC DATA
A course that provides the student with methods to analyze economic data. Topics such as time series data, index numbers, hypothesis testing and simple regression will be covered. Prerequisite: Economics 55.

174. STATISTICAL ANALYSIS
A course designed to acquaint the student with the foundations of statistical research methods. Topics include distribution theory, estimation, testing, and prediction, with special emphasis upon multivariate models. Prerequisites: Mathematics 11 and 12 or equivalent.

177. ECONOMETRICS
An introduction to the techniques used by economists to estimate and test economic relationships. Focus is on regression analysis, time series problems and estimation of multiple equation models. Prerequisites: Economics 174 or equivalent.

180. INTERNATIONAL ECONOMICS
An analysis of the theory of international trade, of problems in balance of payments adjustments, and of international economic policies. Prerequisite: Economics 114.

188. JUNIOR HONORS SEMINAR
Modern economic theories and problems. Reserved for Honors students.

189. SENIOR HONORS SEMINAR
Modern economic theories and problems. Reserved for Honors students.

190. INDEPENDENT STUDY

191. INTERNSHIP
Opportunity for selected upper division students to work in local governmental units or firms. Prerequisite: Upper division standing and approval of the Undergraduate Committee.

COLLEGE OF SCIENCES
DEPARTMENT OF MATHEMATICS

Gerald L. Alexanderson, M.S., *Chairman*

Professors: Gerald L. Alexanderson, Karel L. de Bouvere, S.C.J.
Associate Professors: Vladimir Drobot, Grant A. Fraser, Leonard F. Klosinski, David E. Logothetti
Assistant Professors: James Foster, Dale H. Mugler
Visiting Assistant Professors: Paul F. Cohen, Edna Reiter
Lecturer: Jean J. Pedersen
Adjunct Lecturers: Eric Alan Gerber, V. E. Hoggatt, Jr., Alice J. Kelly

The Department of Mathematics offers work leading to a B.S. in Mathematics or a B.S. in Computer Science (Mathematics), as well as required and elective courses for students majoring in other fields. The Mathematics or Computer Science major may be pursued with three principal goals in mind: preparation for graduate work in mathematics, computer science, or other fields leading to advanced degrees; preparation for secondary school teaching of mathematics; preparation for a career in research for industry or government. The major in mathematics may be taken with an emphasis in mathematical economics. The bachelor's degree in computer science is consistent with the recommendations of the Association for Computing Machinery, the principal computer science organization in the United States.

Graduate work is offered in the Department for the degree Master of Science in the Teaching of Mathematics; for a description of this degree, see the Bulletin of the Graduate School of Humanities. For a description of the degree of Master of Science in Applied Mathematics offered by the School of Engineering, see the Bulletin of the Graduate School of Engineering.

Requirements for the Bachelor of Science Degree in Mathematics

Students majoring in mathematics are required to take lower-division courses numbered 11, 12, 13, 21, 52, and 53, together with an approved selection of seven upper-division courses (numbered above 100). The upper-division courses must include 102 and either 111 or 176 (or both.) Students planning graduate work in pure mathematics should plan to choose 111; those planning work in computer science or other applications may substitute 176. In addition, students planning to go on to graduate school should take 105, 112, 153 and 154. Specific admission to upper division standing must be obtained by the student before he or she is allowed to undertake the more advanced courses; this permission will be granted only to students whose performance in lower-division courses clearly indicates the aptitude and interest necessary for advanced work.

Majors in mathematics are required to take Physics 4 to satisfy their natural sciences requirement. An additional course, usually Physics 5, is required of all mathematics majors. This additional course may, however, be Economics 170, 171 or 177 if the student has a special interest in mathematical applications in the social sciences or economics. Majors intending to become teachers of mathematics in secondary schools may substitute Physics 1 and 2 for the above courses, with the approval of the Chairman of the Department.

Physics 131 and 132, Introduction to Mathematical Physics I and II, may be taken to satisfy departmental requirements in mathematics.

Majors in mathematics are required to demonstrate ability to read a mathematical work in French, German or Russian prior to graduation.

Requirements for the Bachelor of Science in Computer Science (Mathematics)

For students planning on careers in industry or government and for those intending to go to graduate school in computer science, the Department offers a bachelor's degree in computer science. Students electing this major must complete, in addition to university and college requirements, MA 11, 12, 13, 21, 22, 32, 52, 53, E3 or MA 64, EECS 15, EECS 22, PH 4 and 5, and the following selection of upper division courses: (1) EECS 121, (2) one additional upper division course in computer science offered in the Department of Electrical Engineering and Computer Science, and (3) three courses from the following list and two upper division mathematics courses *not* included in the following list: MA 144, 161, 162, 163, 164, 165, 166, 167 and 176.

Emphasis in Mathematical Economics

The Departments of Mathematics and Economics offer jointly a program providing an emphasis in mathematical economics. Students wishing to participate will major in either mathematics or economics but will pursue a special course of study to emphasize the utilization of mathematics in the study of economics; participation in this course of study will be noted on the student's transcript. This program will be especially valuable for students planning graduate work and for those planning careers in actuarial science, economics, mathematics, operations research, systems engineering and related fields. The core of the program consists of Economics 114, 115, 170, 171, 177; Mathematics 21, 22, 52, 53, 102; and either Economics 174 or Mathematics 122, 123. Full descriptions of the program may be obtained from the Chairmen of the Departments of Economics or Mathematics.

Honors Program

The Department maintains a program for the discovery, encouragement and development of mathematical talent among undergraduates. This program includes special sections, seminars, individual conferences and directed study guided by selected faculty members. An active Undergraduate Research Participation Project is directed by members of the Department.

3. THE NATURE OF MATHEMATICS

A course designed for liberal arts students. Topics will be chosen to allow students to participate in the discovery and development of mathematical ideas. Some discussion of the history of mathematics is included.

4. MATHEMATICS FOR ELEMENTARY TEACHERS I

A problem-solving and logical thinking approach to whole numbers: their nature, counting, place value, computational operations, properties, and patterns. Intuitive two-dimensional geometry and measurement, especially metric. Mathematics 2 and 4 cannot both be taken for credit.

5. MATHEMATICS FOR ELEMENTARY TEACHERS II

A problem solving and logical thinking approach to fractional numbers, integers, rational numbers and real numbers: their nature, computational operations, properties and patterns. Intuitive three-dimensional geometry and measurement, especially metric. Functions, relations and graphs. While Mathematics 4 is recommended as a prerequisite, it is not required.

6. MATHEMATICAL ANALYSIS FOR SOCIAL SCIENCE I

An introduction to finite mathematics with applications to the social sciences. Sets, logic, combinatorial problems, probability, vectors and matrices.

7. MATHEMATICAL ANALYSIS FOR SOCIAL SCIENCE II

An introduction to differential and integral calculus with applications to the social sciences. Mathematics 7 and Mathematics 11 cannot both be taken for credit.

8. INTRODUCTION TO STATISTICS

Elementary topics in statistics chosen from: descriptive statistics, probability, random variables and distributions, sampling, estimation, hypothesis testing, regression and correlation. Prerequisite: 9 or equivalent.

9. ALGEBRA AND TRIGONOMETRY

Topics in college algebra and trigonometry. Intended for students who wish to take further work in mathematics. Permission to enroll must be obtained from the Chairman of the Department.

11. ANALYTIC GEOMETRY AND CALCULUS I

Differentiation and applications, integration. Mathematics 7 and Mathematics 11 cannot both be taken for credit. Prerequisite: four years of high school mathematics (including trigonometry) or satisfactory grade in 9.

12. ANALYTIC GEOMETRY AND CALCULUS II

Continuation of 11. Applications of integration, transcendental functions, determinants and linear equations.

13. ANALYTIC GEOMETRY AND CALCULUS III

Polar coordinates, hyperbolic functions, vectors, parametric equations, solid analytic geometry, partial differentiation. Prerequisite: 12.

21. ANALYTIC GEOMETRY AND CALCULUS IV

Multiple integration. Infinite series. Complex numbers and functions. Introduction to ordinary differential equations. Prerequisite: 13.

22. DIFFERENTIAL EQUATIONS

Use of series, numerical and transform methods in solving differential equations. Introduction to partial differential equations. Prerequisite: 21.

32. MATHEMATICAL LOGIC
Introduction to formal methods in elementary logic; propositional calculus and simple predicate calculus. Connections with set theory and algebra. Recommended as an elective for mathematics majors and other students planning to pursue further work in logic and foundations. Recommended for 133.

52. INTRODUCTION TO MODERN ALGEBRA
Groups, fields, integral domains, applications to number theory. Polynomials and polynomial equations.

53. LINEAR ALGEBRA
Vector spaces, linear transformations, algebra of matrices, quadratic forms, characteristic equations.

64. INTRODUCTION TO COMPUTER SCIENCE
Elementary FORTRAN programming. General structure of computers. Design and programming of algorithms including the approximation of roots, numerical integration and numerical solution of differential equations.

99. LOWER-DIVISION SEMINARS
Basic techniques of problem solving and topics in algebra, geometry, and analysis.

101. A SURVEY OF GEOMETRY
Topics from projective, advanced Euclidean and non-Euclidean geometries.

102. ADVANCED CALCULUS
Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.

105. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE
Analytic functions, Cauchy integral theorems, power series, conformal mapping. Riemann surfaces. Prerequisite: 153.

111. ABSTRACT ALGEBRA I
Topics from the theory of groups. Prerequisites: 52 and 53.

112. ABSTRACT ALGEBRA II
Rings and ideals, algebraic extensions of fields, Galois Theory. Prerequisite: 111.

113. TOPOLOGY
Set theory insofar as pertinent to the course. Topological spaces, continuous functions, product spaces. Separability and compactness. Metric spaces and metric topologies.

122. PROBABILITY AND STATISTICS I
Axioms and postulates; combinatorial problems; conditional probability; independence; random variables, distributions. Prerequisite: 21.

123. PROBABILITY AND STATISTICS II
Expectation; characteristic functions; infinite sequences of random variables; point estimation; statistical hypotheses; confidence intervals.

133. LOGIC AND FOUNDATIONS
Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations. This course is open to upper division students of science and mathematics and to philosophy majors having sufficient logical background. Prerequisite: 32 or equivalent.

134. SET THEORY
Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.

144. PARTIAL DIFFERENTIAL EQUATIONS
Special topics in higher mathematics useful in applications to the physical sciences, such as special functions of mathematical physics. Fourier series, partial differential equations, and boundary value problems.

153. INTERMEDIATE ANALYSIS I
A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one real variable, theorems of differential and integral calculus. Prerequisite: 102.

154. INTERMEDIATE ANALYSIS II
A continuation of 153.

155. ORDINARY DIFFERENTIAL EQUATIONS
Existence and nature of solutions; oscillation theory, orthogonal functions. Partial differential equations. Prerequisite: 102.

161. AUTOMATA THEORY
Mathematical preliminaries. Formal systems; tabular and graphical representation of automata. Deterministic and non-deterministic finite automata; conversion. Parallel and serial decomposition. Turing machines and the halting problem. Finite transducers, acceptors, and generators; theory of translations.

162. FORMAL LANGUAGES
Formal grammars: definitions and classifications. Classes of languages. Normal forms. Grammars as language generators and recognizers. Finite state machines, pushdown automata. Unsolvability; Post Correspondence Prob-

lem; Kleene hierarchy. LL and LR grammars; applications to recognition of context-free languages.

163. THEORY OF ALGORITHMS
Numerical algorithms; random number generators, polynomial multiplication, fast Fourier transforms. Non-numerical algorithms: sorting, searching, graph operations. Classification of algorithms: P and NP completeness.

164. COMPUTER SIMULATION
Techniques for generation of probability distributions. Computer models of queueing, inventory and scheduling. Simulation of economic systems. Monte-Carlo methods for physical systems. NCX.

165. LINEAR PROGRAMMING
Algebraic background. Transportation problem. General simplex methods. Linear programming and theory of games. Numerical methods.

166. NUMERICAL ANALYSIS
Interpolation formulas. Numerical differentiation and integration. Numerical solution of algebraic, transcendental, and differential equations. Prerequisite: 102.

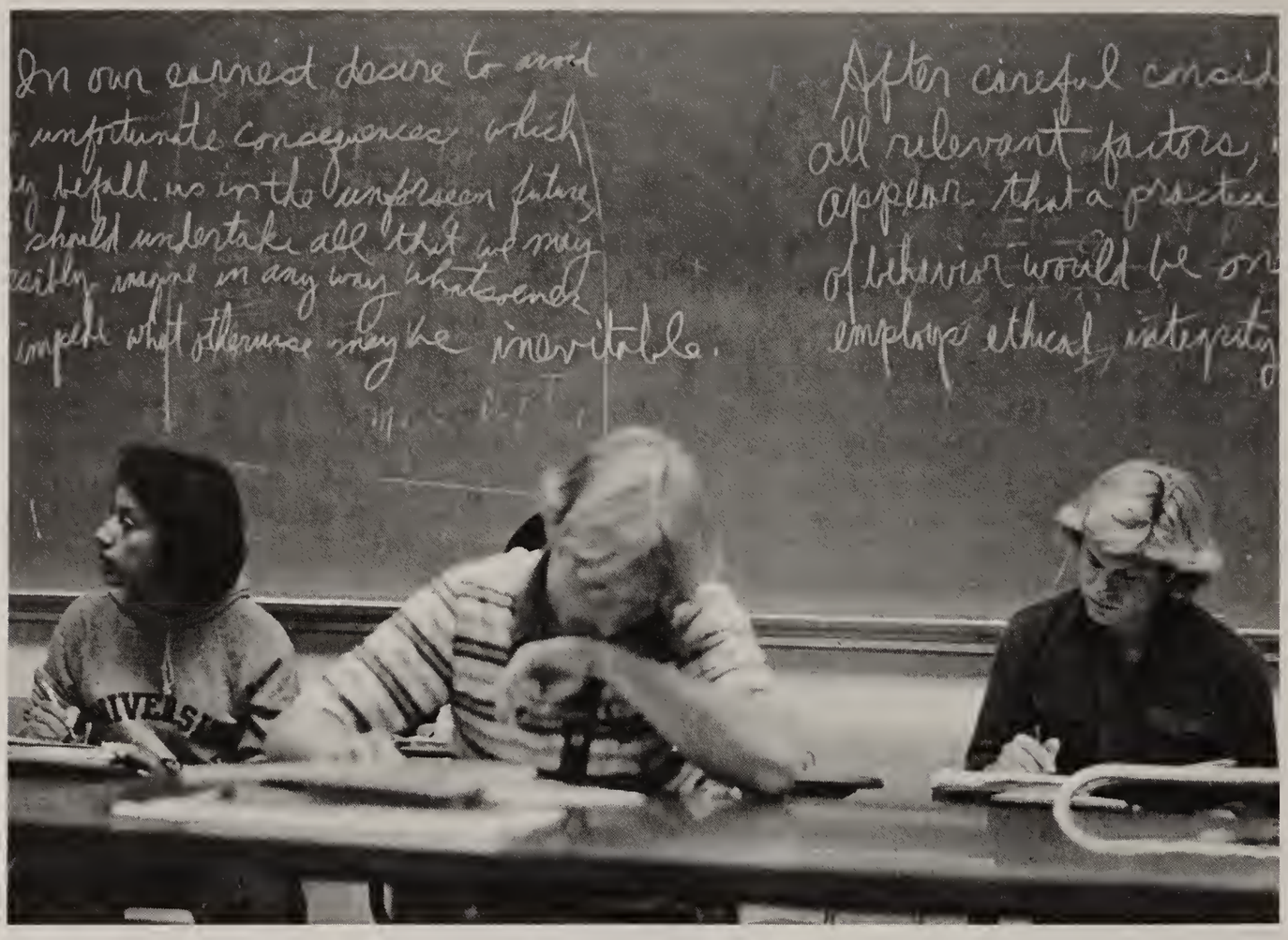
167. SWITCHING THEORY AND BOOLEAN ALGEBRA
Boolean algebra. Combinational and sequential circuits; Mealy and Moore models of sequential machines. The state assignment problem; multiple input changes. Minimization: normal form, Quine-McCluskey, state minimization and equivalence. Synchronous networks. Asynchronous networks; essential and non-essential hazards.

168. DIFFERENTIAL GEOMETRY
Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53.

170. DEVELOPMENT OF MATHEMATICS
A selection of mathematical concepts given with their historical context. Upper-division standing in a science major is required.

172. PROBLEM SOLVING
Use of induction, analogy, and other techniques in solving mathematical problems.

175. THEORY OF NUMBERS
Fundamental theorems on divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Partitions.



176. COMBINATORICS
Permutations and combinations, generating functions, recursion relations and a selection of topics from combinatorial geometry, graph enumeration, Polya counting theorem.

179. MATRIX THEORY
Linear transformations, matrices and determinants, quadratic forms, Cayley-Hamilton Theorem.

190-195. INDEPENDENT STUDY
Reading and investigation for superior students under the direction of a staff member.

196. ADVANCED TOPICS
A course offered each year in an advanced area of mathematics not ordinarily covered in the regularly offered courses, often in an area of current interest.

199. UPPER DIVISION SEMINARS
Advanced topics in algebra, geometry, or analysis. Research projects.

(Note: Some upper-division courses, e.g., 133, 134, 144, 155, 164, 165, 166, 172, 175, 176, are given only in alternate years.)

COLLEGE OF SCIENCES
DEPARTMENT OF PHYSICS

William T. Duffy, Jr., Ph.D., *Chairman*

Professors: William A. Barker II,
John B. Drahmann, *Dean,* College of Sciences,
William T. Duffy, Jr., Carl H. Hayn, S.J.,
Philip T. McCormick

The Department of Physics offers a program of lecture and laboratory instruction designed to satisfy the needs of three categories of students: the student majoring in physics or engineering physics; the science or engineering student who is not a physics major or engineering physics major but in need of a solid introduction to physics; the business, humanities, or social science student who needs a descriptive introductory course.

Physics 1 and 2 are a non-calculus introductory sequence particularly suitable for premedical and predental students. Physics 3 and 51 are designed to provide mainly descriptive introductions to astronomy and earth science, respectively. Physics 4, 5, 6 and 7 are designed for the science or engineering major to provide a thorough introduction to classical and modern physics, making extensive use of the calculus.

The *physics* major is usually pursued with one of three goals in mind: graduate study in physics or related fields, professional employment by industry or government, or secondary school teaching in physical science. The undergraduate major program in physics is appropriate preparation for graduate study in the fields of physics, astronomy and astrophysics, biophysics, environmental science, geological science and geophysics, medical physics and medicine, patent law, physical science teaching, and oceanography.

The *engineering physics* major is particularly appropriate for the applied science student who wishes to do *research and development,* developing his or her expertise from a broad spectrum of courses in mathematics, engineering, and physics. In view of today's rapidly changing technology, the assignments of a young engineer or physicist employed by industry will likely involve new technologies which he or she hasn't previously assimilated. This program emphasizes, to a greater extent than the traditional engineering major, the physics fundamentals which are applicable to the new technologies as well as to existing ones.

Requirements for the Bachelor of Science in Physics

The physics major is required to take the introductory sequence Physics 4, 5, 6, and 7 and a minimum of nine additional physics courses. The usual major program will include Physics 70, 101, 102, 111, 112, 120, 121, 122 and 170. A sequence of mathematics courses, normally consisting of Mathematics 11, 12, 13, 21 and 22, is taken concurrently with the introductory physics sequence. Engineering 3, Introduction to Computing, and Chemistry 1 and 2 are also required.

Although not required, it is suggested that the physics major consider taking a language course sequence in German or French. This is useful both from the stand-

point of reading the literature of physics and to satisfy the language requirements of graduate schools.

Additional advanced physics and mathematics courses are recommended for those planning to pursue graduate study in physics. Students preparing for careers in biophysics, medical physics, or medicine should take Chemistry 35, 36 and 37 as well as selected additional courses in biology and chemistry. Students with broad interests crossing into other disciplines may assemble curricula including a strong minor in such fields as biology, electrical engineering and computer science, chemistry, mathematics, or philosophy. Specialized curricula should be developed in consultation with the student's departmental faculty advisor. Additional details concerning specific curricula are available in the publication *Information for Physics Majors*.

Requirements for the Bachelor of Science in Engineering Physics

Students who wish to receive the Bachelor of Science degree in Engineering Physics are required to complete 45 term courses (180 units) comprising a curriculum which is approved by the Engineering Physics Committee (a committee made up of two physics faculty members and three engineering faculty members). The *basic* program is detailed below:

A. "Core" Courses Outside of Major Fields (20 term courses)

Math 11, 12, 13, 21 Calculus and Differential Equations
Applied Math 106 Differential Equations
Mathematics Elective
Chemistry 1, 4 General Chemistry
Religious Studies (3 courses)
English Composition (2 courses)
Humanities (4 courses)
Social Science (2 courses)
Contemporary Issues (1 course)

B. Courses in Physics (11 term courses)

Physics 4, 5, 6, 7 Introductory Physics for Scientists and Engineers
Physics 70, 170 Electronics for Scientists
Physics 101, 102 Mechanics
Physics 111, 112 Electromagnetic Theory
Physics Elective

C. Courses in Engineering (6 term courses)

Engineering 3 Computing
Engineering 10 Design
Engineering 43 Mechanics of Materials
Engineering 120 Fluid Mechanics
Engineering 121 Thermodynamics
EECS 131 Control Systems

D. Elective Courses in Engineering and/or Science
Directed Toward a *Special Emphasis* Area (3 term courses)
Example: Nuclear Science Emphasis

Physics 121 Atomic Physics
Physics 122 Nuclear Physics
Chemistry 154 Advanced Physical Chemistry (Nuclear Chemistry)

E. Free Electives (5 term courses)

Other *special emphasis* areas are: (1) electronics; (2) systems and networks; (3) optics; (4) energy sources and thermodynamics; and (5) solid-state science.

Honors Program and Research Participation

Freshman applicants planning to major in physics or engineering physics may also consider separate application for admission to the Honors Program. Among other benefits, honors students are admitted to special honors sections of certain courses offered by the Departments of Economics, English, History, Mathematics, Philosophy, and Religious Studies.

Undergraduate research participation and independent study opportunities are available under the direction of physics faculty. Research in the Department is currently funded by NASA and Research Corporation. Course credit for undergraduate research participation is available under Physics 90 and 190; course credit is provided for independent study under Physics 99 and 199.

1. GENERAL PHYSICS I
The nucleus and radioactivity. Vectors. Newtonian laws of motion. Gravitational force. Linear and angular momenta. Collisions. Work and Energy. Special relativity. Fluid statics. Wave phenomena. Vibrating systems. Sound. Resonance. Doppler effect. Laboratory. Fall term.

2. GENERAL PHYSICS II
Electrostatics. Ohm's law. Electric potential and circuits. Power and energy. Electromagnetic induction. Alternating voltages and circuits. Electronics. Geometric and physical optics. Quantum phenomena. Energy levels. Semiconductors. Ideal gases and kinetic theory. Temperature. Thermal expansion. Heat transfer. Phase diagram. Laboratory. Prerequisite: 1. Winter term.

3. INTRODUCTION TO ASTRONOMY
Descriptive study of the solar system. Stellar astronomy. The galaxy. The universe. Restricted to students not majoring in physics, chemistry, biology or engineering. Fall term and Spring term.

4. PHYSICS FOR SCIENTISTS AND ENGINEERS I
Measurement. Vectors. Equilibrium conditions. Newton's Laws. Constant acceleration. Particle dynamics. Work and energy. Momentum. Collisions. Rigid-body rotational motion. Simple harmonic motion. Laboratory. Not

available for credit to students who have passed 1. Prerequisites: Mathematics 11, 12. (Mathematics 12 may be taken concurrently.) Spring term.

5. PHYSICS FOR SCIENTISTS AND ENGINEERS II
Continuum mechanics. Waves. Thermal properties. Kinetic theory and thermodynamics. Electrostatics. Gauss' law. Potential. D-C circuits. Laboratory. Prerequisites: 4, Mathematics 13. (Mathematics 13 may be taken concurrently.) Fall term.

6. PHYSICS FOR SCIENTISTS AND ENGINEERS III
Magnetic force and field. Electromagnetic induction. A-C circuits. Electromagnetic waves. Geometrical optics. Interference and diffraction. Polarization. Laboratory. Prerequisite: 5. Winter term.

7. PHYSICS FOR SCIENTISTS AND ENGINEERS IV
Elementary modern physics. Special relativity. Quantum effects. Hydrogen atom. Many-electron atoms. X-rays. Nuclear structure. Nuclear reactions. Molecular and solid-state physics. Laboratory. Prerequisite: 6. Spring term.

51. INTRODUCTION TO GEOLOGY
An overview of geology and its significance to man. Earthquakes, volcanism, plate-tectonics and continental drift, rocks and minerals, geologic hazards, mineral resources. Course emphasis will be directed toward basic geologic principles and the role of geology in the world today. Winter term.

70. ELECTRONIC CIRCUITS FOR SCIENTISTS I
Linear electric circuits. Phasor analysis, transients and Fourier series. Network theorems. Junction diodes, junction triodes and field effect transistors. Voltage amplifiers. Laboratory. Prerequisite: 6. Spring term.

90. UNDERGRADUATE PHYSICS RESEARCH
Departmental work under close professorial direction on research in progress. Permission of the professor directing the research must be secured before registering for this course. Restricted to physics majors, engineering physics majors, and honors students with a 3.00 or better grade-point average.

99. INDEPENDENT STUDY IN PHYSICS
Detailed investigation of some area or topic in physics which is not covered in the regular courses, supervised by a faculty member. Permission of the professor directing the study must be secured before registering for this course. Restricted to physics majors, engineering physics majors, and honors students with a 3.00 or better grade-point average.

101. MECHANICS I: CLASSICAL MECHANICS
Matrices and vectors. Vector calculus. Newtonian mechanics. Gravitational attraction and potential. Oscillatory motion. Nonlinear oscillations. Calculus

of variations. Lagrangian and Hamiltonian dynamics. Prerequisite: 4. Fall term.

102. MECHANICS II: CLASSICAL MECHANICS & INTRODUCTION TO QUANTUM MECHANICS

Central force motion. Two-particle collisions. Special relativity. Motion in noninertial reference frames. Particles and waves. Free and bound single particle solutions to Schroedinger's equation. The hydrogen atom. Perturbation theory. Prerequisite: 101. Winter term.

111. ELECTROMAGNETIC THEORY I

Electrostatic fields. Laplace's and Poisson's equations. Dielectrics. Magnetic fields of steady currents. Induced electromotive forces. Magnetic energy. Magnetic materials. Prerequisite: 6. Winter term.

112. ELECTROMAGNETIC THEORY II

Maxwell's equations. Plane waves in free space and in matter. Reflection and refraction. Interference and diffraction. Polarization. Guided waves. Radiation of electromagnetic waves. Prerequisite: 111. Spring term.

113. OPTICS

Geometrical optics. Interference. Fraunhofer and Fresnel diffraction. Optical instruments. Polarization. Crystal optics. Selected topics from contemporary optics. Prerequisite: 6. Winter term. Offered alternate years. Offered 1980.

116. PHYSICS OF SOLIDS

Crystal structure. Free electron theory of metals. Band theory of solids. Magnetism. Superconductivity. Prerequisite: 7. Spring term.

120. THERMAL PHYSICS

The laws of thermodynamics with applications to ideal and non-ideal systems. Elementary kinetic theory of gases. Entropy. Classical and quantum statistical mechanics. Selected topics from magnetism and low temperature physics. Prerequisite: 7. Winter term. Offered alternate years. Not offered 1980.

121. ATOMIC AND NUCLEAR PHYSICS I

Thermal radiation and quantum theory. Distribution functions. Atomic models. Bohr-Sommerfeld atom. Atomic spectra. Degeneracies. Uncertainty principle. Many-electron atoms. Laboratory. Prerequisite: 102. Fall term.

122. ATOMIC AND NUCLEAR PHYSICS II

Magnetic moments. Spin-orbit interaction. Identical particles. Hyperfine structure. X-rays. Nuclear models. Semi-empirical mass equation. Alpha,

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*Exempted from challenge.

beta and gamma decay. Nuclear reactions. Nuclear forces. Fundamental particles. Laboratory. Prerequisite: 121. Spring term.

131. METHODS OF MATHEMATICAL PHYSICS I
Matrices and vector spaces. Function space. Fourier analysis and orthonormal sets of function-vectors. Functions of a complex variable. Prerequisite: Mathematics 102. NCX*. Fall term.

132. METHODS OF MATHEMATICAL PHYSICS II
Ordinary differential equations. Boundary conditions and eigenfunctions. The Green's function. Prerequisite: 131. NCX*. Winter term.

170. ELECTRONIC CIRCUITS FOR SCIENTISTS II
Voltage amplifiers. Logic gates and digital circuits. Feedback and servomechanisms. Operational amplifiers and analog circuits. Oscillators. Transmission lines. Laboratory. Prerequisite: 70. Fall term.

180. FOUNDATIONS OF QUANTUM MECHANICS
Linear operators and eigenfunctions. Commutation relations and the uncertainty principle. The Schroedinger equation and discrete energy levels. Matrix operators and spin. Dirac notation and operator methods. Prerequisite: Mathematics 102. NCX*. Spring term.

190. UNDERGRADUATE PHYSICS RESEARCH
Departmental work under close professional direction on research in progress. Permission of the professor directing the research must be secured before registering for this course. Restricted to physics majors, engineering physics majors, and honors students with a 3.010 or better grade-point average.

199. INDEPENDENT STUDY IN PHYSICS
Detailed investigation of some area or topic in physics which is not covered in the regular courses, supervised by a faculty member. Occasional arrangements are made for students to work in nearby research laboratories or to help teach high school physics. Permission of the professor directing the study must be secured before registering for this course. Restricted to physics majors, engineering physics majors, and honors students with a 3.00 or better grade-point average.

Exempted from challenge.

COLLEGE OF SCIENCES
DEPARTMENT OF POLITICAL SCIENCE

William J. Stover, Ph.D. *Chairman*

Professor: Bernard L. Kronick
Associate Professor: Richard J. Roberts S.J.
Assistant Professors: Janet Flammang, Eric O. Hanson, Brian Murphy, William J. Stover

Instruction in the Department of Political Science is designed to: 1) offer all students courses planned to introduce the political aspects of society and the analysis of political behavior, values, institutions and government; 2) provide undergraduate majors with a special program of studies leading to the B.S. degree in political science; 3) lay the basis for careers in public service; and 4) prepare students for graduate or professional studies.

In addition to the general requirements of the University and the College of Sciences, the Department of Political Science requires the following:

a) Each Political Science major must complete satisfactorily at least eleven term courses in political science.
b) During the freshman and sophomore years majors are expected to complete four lower division political science courses.
c) During the junior and senior years majors are expected to complete at least seven upper division courses.
d) Of the upper division courses referred to above, at least one is to be taken in each of these fields: American politics, comparative politics, international relations and political theory.
e) One of the upper division courses must be a senior seminar.
f) Each Political Science major must complete Mathematical Analysis for Social Science I and II or Statistics to fulfill the College of Science requirements in mathematics.
g) The student must maintain an average grade of C in political science courses.

Department Honors Program

The Honors Program provides well-qualified students with special opportunities for training and research in political science through seminars, tutorials and research projects.

Application for admission to the Honors Program normally should be made in the sophomore year. Applicants must have achieved a 3.30 average or better in all University work, and a 3.50 average or better in political science.

Honors candidates will complete all requirements for a major in political science and will also submit a research project during their senior year. Graduation with Honors in Political Science will require: 1) a 3.30 average or better in all University work; 2) a 3.50 average or better in political science; 3) the submission of an acceptable re-

search project; and 4) completion of such courses as the Honors Committee may designate. Interested students should consult the Chairman.

Special Emphasis Programs

The department's five emphasis programs enable the undergraduate to acquire special expertise and competence without diluting or sacrificing the major. It is an emphasis—not a concentration or specialization—which is to be achieved within the framework of existing departmental and college requirements. The core of these emphases includes both Political Science courses and courses from other departments. The courses in political science can easily be incorporated into a program satisfying the departmental requirements, while the courses from other departments are treated as electives. The Special Emphasis Programs are as follows:

A. Pre-Law

While the development of a capacity for the study of law is not the monopoly of any one subject matter, department or discipline, many practicing lawyers have studied Political Science as preparation for law school. At Santa Clara, the Political Science major is especially useful to the pre-law student for three reasons. First, Political Science is the closest of all majors to the institutions with which law deals. Second, our association with the College of Sciences enables students to develop deductive and inductive thinking which is valuable for good performance in the Law School Admission Test. Third, the Political Science major goes beyond the mastery of politics and government, allowing the student to develop verbal and analytical skills through electives in humanities, business and science.

B. International Relations

This emphasis enables Political Science majors to acquire special competence in the study of international relations, law and organization, economic interdependence, diplomatic history or foreign language and culture. It may include off-campus experiences at a foreign university, a government agency, the United Nations or an international business or financial institution.

C. Political Economy

The Departments of Political Science and Economics offer jointly a program providing an emphasis in Political Economy. Students wishing to participate will major in either Political Science or Economics but will pursue a special course of study which emphasizes the interdependence of economics and political science in the analysis and solution of current domestic and world economic problems. This program will be especially valuable to students planning graduate work and/or careers in business, law, economics and political science.

D. Public Administration

This emphasis assists Political Science majors who are interested in public service careers. It combines the study of Political Science with courses dealing with fiscal and management issues as well as practical experience in public service through the Practicum in Public Affairs. The emphasis also serves as a preparation for graduate

studies leading to careers in the public, semi-public and private sectors of the business and social economy.

E. Television Communications and Public Affairs

Linking the skills of political analysis with those of broadcast journalism, this emphasis enables the student to communicate political ideas, events and personalities through the television medium. The student learns to use television production skills to make news and discussion format programs, editorials, public service announcements and documentaries.

Washington and United Nations Semesters

These interdisciplinary programs permit students to experience governmental operations in Washington, D.C. and/or international organization at the United Nations while continuing to attend regularly scheduled classes at the American University or Drew University. Areas of study include national government, urban affairs, foreign policy formulation, international economic development, science and technology, economic policy and international organization.

I. Introductory Courses*

1. INTRODUCTION TO AMERICAN POLITICS
A survey and analysis of the processes of American government and politics. Topics include principles of the United States Constitution, civil liberties in a democracy, the Presidency, Congress, the Supreme Court, political parties, interest groups, and the principles of the California constitution and government.

2. INTRODUCTION TO COMPARATIVE POLITICS
Government and politics in several modern states. Emphasis upon the development of analytical abilities and critical skills in the evaluation of political culture, behavior, processes, and institutions.

10. PRINCIPLES OF GOVERNMENT
The nature, origin, and justification of the state. Organization, powers and functions of government. The fundamental questions of politics examined in terms of natural law and the common good.

15. INTRODUCTION TO POLITICAL THEORY
An introduction to some of the major political philosophers and to the principle themes and questions of political theory. This course explores different theoretical critiques of the enduring political issues of freedom, obligation, domination, and the prospects for justice.

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*From time to time "HONORS" sections may be offered in selected courses. These are designated .77 after the course number.

25. INTRODUCTION TO INTERNATIONAL RELATIONS
A survey emphasizing conceptual models used to analyze international relations, contemporary problems of world politics, and methods states use to provide peace and security.

25.77 HONORS SEMINAR IN INTERNATIONAL RELATIONS NCX*

40. SOCIAL FORCES IN POLITICS
The impact of social movements on political change. Attention is directed to the goals and means of women and minority movements as well as the political aspects of changing life styles.

90. SELECTED STUDIES IN PUBLIC POLICY
An introduction to the formulation and implementation of selected public policies in comparative nations. Policies include foreign relations, national security and others.

II. Political Theory and Methodology

102. POLITICAL IDEOLOGY
Major approaches to political order in the 19th and 20th centuries, covering a number of political perspectives including liberalism, socialism, communism, conservatism, anarchism and utopian thought.

103. APPROACHES TO THE STUDY OF POLITICS
A theoretical examination of different approaches to the study of politics. The course will explore competing theories, paradigms and types of evidence in the social sciences and present representative methodologies for political research.

106. POLITICAL CONSERVATISM AND INDUSTRIAL SOCIETY
The forms of conservatism: tempermental, possessive, practical, philosophical. Their bearing upon political conservatism. Major conservative thinkers.

111. HISTORY OF POLITICAL THEORY I—FROM THE GREEKS TO THE RENAISSANCE
This course explores the development of Western political thought from its Greek origins in the work of Thucydides, Plato, and Aristotle, through the Roman contribution to the Christian encounter with classical themes in the work of Augustine and Aquinas.

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*Exempted from challenge.

112. HISTORY OF POLITICAL THEORY II—FROM THE RENAISSANCE THROUGH MARX

This course continues the examination of Western political thought from the departure of Machiavelli, through the origins of liberalism in the writings of Hobbes and Locke, to the critical theories of Rousseau and Marx.

113. HISTORY OF POLITICAL THEORY III

Contemporary writers and themes in 19th and 20th century political thought, including the work of Tocqueville, Nietzsche, Weber, Freud, the existentialists and later critical Marxists.

117. AMERICAN POLITICAL THEORY

A study of the development of American political conceptions from the Puritan founding through the revolutionary and constitutional periods to the origins of industrial capitalism. The course studies the major themes of political freedom, community, individualism and constitutional government as they emerge in the institutions and literature of the nation.

III. International Relations

125. INTERNATIONAL LAW

An examination of the sources, nature and functions of international law in world politics. Special attention is devoted to the subjects of international law, international transactions and the rules of war. Viewpoints are presented from western, socialist and third world perspectives.

127. COMPARATIVE FOREIGN POLICIES

A comprehensive, comparative study of the foreign policies of selected nation-states. Interaction of international and domestic politics in foreign policy formulation and implementation is examined.

128. AMERICAN FOREIGN POLICY

The aims, formulation and implementation of American foreign policy since World War II, especially toward the Soviet Union, Europe, China and selected less developed countries.

129. SOVIET FOREIGN POLICY

An analysis of Soviet foreign policy within the communist world and the international political system. The course examines the impact of ideology on policy formulation with particular consideration of the Sino-Soviet dispute.

135. FAR EASTERN INTERNATIONAL RELATIONS

International political developments in the Far East from 1900 to the present. Emphasis is on China, Japan, Korea, and Southeast Asia. Included are analyses of the geographic environment, political forces, and the impact of differing cultures on the governmental decision making process.

IV. Comparative Politics

137. POLITICS IN CANADA
A study of Canadian politics with special attention given to federalism, governmental institutions and processes, separatism, urban development and transportation, medical and social care, environmental protection, law and justice.

138. POLITICS IN LATIN AMERICA
An examination of politics and social change in selected Latin American states.

139. POLITICS AND RELIGION IN EAST AND WEST
An inquiry into the relationship between religion and politics in selected cultures. Emphasis is on traditional East Asia, modern Italy, and the contemporary United States.

140. POLITICAL CHANGE IN DEVELOPING NATIONS
A multi-disciplinary study of the problems and politics of political development in Latin America, Africa, and/or Asia. Case studies of the Communist and Capitalist approaches to political development are included as well as the impact of international politics on internal development.

141. POLITICAL LEADERSHIP
The study of political leadership in terms of personality, role, organization, task, values and setting. Explanations of motivation and behavior in political leadership are sought in elite analysis, belief systems, statecraft, personality theory, charismatic effects, psychobiography and medical histories.

142. BRITISH POLITICS
An analysis of the nature, structure, and utilization of political power in Great Britain. Institutional, cultural, and sociological aspects of politics are treated. Focus on problems of economic and constitutional modernization.

143. POLITICS IN SCANDINAVIA
An examination of the historical background, cultural context, institutional framework and process of politics in Sweden, Denmark, Norway and Finland.

144. POLITICS IN WESTERN EUROPE
An analysis of the nature, structure, and utilization of political power in representative continental European states. Institutional, ideological, cultural, and psychological aspects of politics are treated. Emphasis upon problems of political stability and social change.

145. SOVIET POLITICS

An analysis of the Soviet political system and its ideological premises. The origin and development of the Soviet party-state and its processes of government and politics.

146. POLITICAL POWER AND SOCIAL GROUPS

"Who owns the country?" "Who runs the country?" "Who gets what, when, and how?" A comparative study of the sources, distribution, and interrelations of economic, political and social power with primary emphasis upon industrialized societies. The idea of an establishment will be explored. Recent writings about social stratification and its implications for the distribution of wealth will be critically examined.

147. POLITICS IN JAPAN

A study of the political history, institutions, and interest groups of modern Japanese political culture.

148. POLITICS IN CHINA

An examination of the origins of revolution in modern China, the politics of social and economic modernization in China since 1949, the problems of bureaucratization and political participation, and the succession to Mao Tse-tung.

149. COMPARATIVE POLITICAL SYSTEMS

The comparative study of selected public policies in economically advanced societies, including the relation of political culture to social and economic behavior.

V. American Politics

150. THE PRESIDENCY

The White House has been the setting for a number of unusual events in the last fifteen years. Obviously the presidency is in a state of flux, and this course analyzes the changing role and powers of the office. Topics also include the President's relations with his staff, the cabinet, the bureaucracy, Congress, the media, and the public.

151. THE CONGRESS

Old men and old ways no longer dominate Congress quite the way they used to. This course is an analysis of the current functions and performance of Congress in the light of historical experience. Topics include the structure of the House and Senate, the operations of the committee system, the role of the leadership, and differing styles of members.

152. PARTIES, PRESSURE GROUPS AND PUBLIC OPINION

One political party is fighting for its life, and the other has lost many of its old supporters. Fewer people vote, and those who do are responding to new in-

fluences. This course examines the changing role and characteristics of political parties and interest groups. It also studies public opinion and electoral behavior.

157. CONSTITUTIONAL DEVELOPMENT I

Historical treatment spanning 1607-1890. Topics include English and colonial constitutional heritage; The United States Constitution, 1789; landmark cases interpreting the Constitution; the nature of the Union; slavery; the Civil War and the rise of judicial restraints on legislative economic regulation. Prerequisite: 1 or equivalent.

158. CONSTITUTIONAL DEVELOPMENT II

Historical treatment spanning 1890 to the present. Topics include the heyday and decline of judicial restraints on legislative economic regulation; judicial sanction to extensive national economic regulation; the Constitution in two world wars; and the Supreme Court's modern emphasis on civil liberties. Prerequisite: 1 or equivalent.

159. CURRENT CONSTITUTIONAL LAW I

This course treats the present constitutional law of the seven Articles of the original Constitution: organization and powers of Congress, the Presidency, the Courts, interstate relations, and the amending process. Instruction in use of legal research sources. Prerequisite: 1 or equivalent.

160. CURRENT CONSTITUTIONAL LAW II

This course treats the present constitutional law of the twenty-six amendments to the Constitution, dealing chiefly with the rights of free speech, free press, freedom of religion, no establishment of religion, criminal justice, voting rights, due process of law protecting life, liberty, and property, and equality before the law. Instruction in use of legal research sources. Prerequisite: 1 or equivalent.

162. URBAN POLITICS

A Survey of the legal powers, structure, administration of cities; problems of revenue, law enforcement, public utilities, and planning, equality of opportunity and poverty. Each student does individual field work in a selected area of local government.

163. STATE AND METROPOLITAN POLITICS

A survey of the development of state constitutions, federal-state relations, politics and elections, the legislative process, the courts, county government, as well as the organization and current major problems of state administrative systems.

165. PUBLIC ADMINISTRATION

One of the growth industries in the past decade has been government. Managing billions of dollars and millions of employees is a complicated task, and

this course examines the political processes and managerial techniques in the public sector, especially at the federal level. Topics include: budget, personnel, organization, management processes and the politics of public administration.

166. SPECIAL TOPICS IN PUBLIC ADMINISTRATION
This course will focus on varying public administration topics, often making use of experts outside the university. Topics include public sector labor relations, public budgeting and finance, administration of county and city government, and public personnel policies.

167. THE MAKING OF PUBLIC POLICY
The processes of government in relation to economic and social programs. An examination of resource allocation, distribution of benefits and burdens, and control. Consideration is given to political choices among alternative policies in energy use, incomes policy, educational resources, health needs and costs, housing and transportation, the means of policy formation, the planning process and administrative programming.

VI. Senior Course Work

180.01, 180.02 INDEPENDENT STUDY
For students who wish to do intensive work in areas not emphasized by the Department or to do further independent study on specific topics not fully covered in upper division courses. Written outlines of the proposed topics and previous consent of the instructor required.

183. SEMINAR IN COMPARATIVE POLITICS
Consideration of selected topics in comparative politics in various states and regions.

184. SEMINAR IN AMERICAN POLITICS
An examination of topics and problems in the American political process.

191. SEMINAR IN POLITICAL THEORY
An examination of selected political philosophers or particular themes in political philosophy. Topics vary each year, and may include: the work of Tocqueville, Marx, Plato, or medieval theory; recent theories of the state; theories of liberation and revolution; the relationship of politics and poetics.

193. SEMINAR IN WORLD REVOLUTIONARY FORCES
Theories of revolution which deal with the psychological, social and political aspects of change. Case studies of revolutionary movements and societies.

196. SEMINAR IN INTERNATIONAL RELATIONS
A consideration of selected aspects of international political behavior.

197. SEMINAR IN CIVIL LIBERTIES

Open to political science majors, and others by permission of the instructor.

199.01, 199.02, 199.03. PRACTICUM IN PUBLIC AFFAIRS

Students work for government agencies, legislative bodies, or politically related groups and have the opportunity to test and apply firsthand some of the ideas and techniques of political science. The practicum may be taken as the equivalent of one, two, or three courses and may be concentrated in one quarter or spread over three. Open to qualified juniors and seniors . Contact Professor Stover for further information and permission to take the course.

COLLEGE OF SCIENCES
DEPARTMENT OF PSYCHOLOGY

Eleanor W. Willemsen, Ph.D., *Chairwoman*

Professor: Marvin L. Schroth
Associate Professor: Eleanor W. Willemsen
Assistant Professors: Roland C. Lowe, Robert Numan,
James P. Otteson, Elizabeth D. Tanke

Students majoring in Psychology, in addition to fulfilling the general requirements for a Bachelor of Science degree, must successfully complete the following courses: Mathematics 6 and 7, Biology 7 and 8, Psychology 10, 11, 95, and eight additional upper division Psychology courses, to be selected with their advisors. No more than one practicum course and no more than one independent research course may be counted in these eight coures. Thus, psychology students must take at least six regular upper-division classroom courses in Psychology.

Students who plan to go into special education or primary or secondary teaching must satisfy the requirement of the General Humanities Liberal Studies major, as well as the requirements for Psychology. Such students must have two advisors--one in Education and one in Psychology--and they must submit a formal proposal to the General Humanities Committee prior to or early in the Junior year.

Students planning graduate work towards the Ph.D. in Psychology should take Psychology 110 and 130 and courses relevant to their individual goals in Physics, Chemistry and Computer Science.

Honors Program

The Department of Psychology provides a special program designed to meet the needs of those students showing exceptional scholastic promise and likelihood of continuing on to psychology graduate school.

The Honors student will become involved in the following special programs:

1. Special seminars in the department.
2. Ongoing research being conducted by staff members and psychology majors.
3. An independent piece of research in the senior year.
4. Attendance in courses in other departments selected to broaden the student's background.

5.77. HONORS COLLOQUIUM
Restricted to students in the University Honors Program. Major issues in Psychology.

10. PSYCHOLOGY AS A NATURAL SCIENCE
The scientific study of human and animal behavior, especially sensation, perception, learning, motivation, and emotion. Emphasis placed on the phy-

siological basis of behavior. Introduction to research methodology and statistical analysis of data.

11. PSYCHOLOGY AS A SOCIAL SCIENCE
Principles of human development, intelligence, abilities, personality, psychological measurement, and sociopsychological influences on behavior. Introductory exposure to research methodology and statistical techniques.

50. PSYCHOLOGY OF ADJUSTMENT
An introduction to the psychology of personal and social adjustment. Personality patterns of the individual in various contexts, such as family, the school, marriage, the adolescent years, social relations.

70. COMPARATIVE ANIMAL BEHAVIOR
Study of animal behavior from a naturalistic and empirical viewpoint. Through a survey of the literature dealing with classical ethology and American comparative psychology the course will stress the interaction between instinct (genetically determined fixed behavior patterns) and experience (learning) as determinants of animal behavior. Topics of interest will include social behaviors, animal communication, aggression and the evolution of behavior. Prerequisite: Psychology 10.

80. CHILD PSYCHOLOGY
This course will survey development from birth to puberty. It is intended primarily for non-majors and majors who will not be taking the Psychology 185, 186, 187, 188 sequence. Prerequisite: Psychology 010 or 011 recommended.

95. STATISTICAL AND EXPERIMENTAL DESIGN I
Methods, and principles underlying analysis of psychological data. To include: frequency distributions, indices of central tendency and variability, sampling theory and statistical inference. Correlational theory. Prerequisites: Math 6 and either Psychology 10, or 11.

96. RESEARCH TECHNIQUES IN PSYCHOLOGY
While Psychology 95 focuses on statistical analysis of data, this course will survey the various situations in which psychological data are collected (the lab, the "field," indirect sources) and the various means for obtaining the data (observation, attitude scaling, tests, performance on laboratory tasks, interviews, questionnaires, etc.). Thus, the course will include issues pertaining to research design, measurement, data analysis, and reporting results. Several members of the Psychology faulty will participate in the conduct of the course. Prerequisite: Psychology 10 or 11 and 95.

105. STATISTICS AND EXPERIMENTAL DESIGN II
Advanced topics in theory and methods of statistical analysis and experimental design. Topics include complex analysis of variance, multiple corre-

lation and regression, factor analysis, and an introduction to nonparametric statistics. Prerequisite: Psychology 95.

110. EXPERIMENTAL PSYCHOLOGY
This course examines the basic principles and methods of experimental psychology. While emphasis is placed on the experimental method, other methods (e.g. Naturalistic observation) will also be discussed. Analysis, and application of groups and single-subject experimental designs will be presented. The course will also survey the literature in learning, sensation and perception. In the laboratory the student will apply lecture material toward the conduct of a number of experiments using human and animal subjects. Lectures and laboratory. Prerequisite: Psychology 95.

112. MOTIVATION AND EMOTIONS
The scientific study of the various motivational-emotional processes of man and higher animals. How motives and emotions initiate or direct behavior. Prerequisite: Psychology 10.

115. INTRODUCTION TO ABNORMAL PSYCHOLOGY
A comprehensive consideration of the major forms of mental disorder with regard to their etiology, nature, development, and therapy. Stress will be placed upon current theories of mental disease and the psychology of abnormal thinking. Prerequisite: Psychology 10 or 11.

116. CLINICAL PSYCHOLOGY
This small-group discussion and activity course will focus on different topics each year. Some of these will include: methods of clinical psychology including various psychotherapies, diagnostic testing, and consultation. Prerequisite: Abnormal Psychology or Personality; permission of instructor.

130. PSYCHOLOGY OF LEARNING AND THOUGHT PROCESSES
A survey of the experimental literature on the basic forms of the learning process from animals to mankind. Included are the latest theories on memory and thought processes. Prerequisite: Psychology 10.

131. COGNITIVE PSYCHOLOGY
A survey of human information processing. Topics include attention, perception, memory, problem solving, language, and intelligence. Prerequisite: Psychology 10.

136. PSYCHOLOGY OF SEX ROLES
This course will deal with culturally defined sex roles and sex differences in personality, cognition, and biology. The processes by which sex differences develop will be discussed. The social-learning, cognitive-developmental, and psycholoanalytic views will all be treated. Writings from the current movement for a change in traditional sex roles will be read and students will be

encouraged to examine the relation between course materials and their own lives.

138. THE EXCEPTIONAL CHILD
This course will survey the problems of mental retardation and (so called) mental illness in children. The course will survey various kinds of problems and the means of aiding the children involved by means of psychotherapy and/or special education. The special problems of the gifted child will also be discussed. Prerequisite: One of Psychology 185, 186, 187 and 80.

140. RESEARCH IN CHILD PSYCHOLOGY
Application of research methodologies to study of child development. Individual research projects required. Prerequisite: Psychology 95 and 110.

145. PSYCHOLOGICAL MEASUREMENT
Principles and problems of measurement in psychology, especially as related to tests of attitudes, aptitudes and personality. Students construct, administer, score, interpret, and evaluate tests. Prerequisites: Psychology 11 and 95.

150. SOCIAL PSYCHOLOGY
Study of the influence of social environment on psychological processes and behavior. Topics covered include, person perception, social comparison processes, attitude change, aggression, behavior in small groups. Prerequisite: Psychology 10 or 11.

151. SEMINAR IN SOCIAL PSYCHOLOGY
In this small-group class, students will explore special topics in social psychology through research and reading of current literature. Students also read and discuss articles dealing with current theoretical and methodological issues in social psychology. Prerequisite: Psychology 150.

155. ENVIRONMENTAL PSYCHOLOGY
The study of human behavior as it is influenced by natural and man-made environments. A primary goal of this course is to integrate a variety of related approaches: psychology, anthropology, architecture, sociology, urban design. Naturalistic field study will be considered as an alternative to experimental laboratory research. Students are required to do a project that deals with one of the topics that is covered in the course: personal space, field experimentation, naturalistic observation, influences of the physical environment, social perception, territoriality, crowding, problems in architectural and urban planning. The course is restricted to advanced Psychology majors.

156. LAW AND PSYCHOLOGY
This course focuses on the interaction between psychology and law through consideration of differences between psychological and legal models of be-

havior, potential applications of psychological research to legal issues, and the roles social scientists have played in the operation of the legal system. Topics covered include the insanity defense, deterrent effects of punishment, and jury behavior. Prerequisite: Psychology 10 or 11.

157. ORGANIZATIONAL PSYCHOLOGY
This course explores the effects of organizational structure on individual and group behavior. Principles of behavior which may be applied to various large organizations, such as corporations, universities, and hospitals, are discussed. Topics covered include job satisfaction, group decision-making, power, leadership, and communication. Prerequisite: Psychology 10 or 11.

160. THEORIES OF PERSONALITY
Critical analysis of major theories of personality with emphasis on practical and research implications. Prerequisite: Psychology 11. NCX*

161. SEMINAR IN PERSONALITY
This small-group discussion class will focus on different topics within personality from year to year. Prerequisite: Psychology l0 or 11.

165. PHYSIOLOGICAL PSYCHOLOGY
Neural basis of behavior. Emphasis on the neuroanatomical, neurochemical and neurophysiological correlates of motivation, emotion, learning and memory. Other topics include the neural regulation of sleep and arousal, mechanisms of drug action and neuropathology. Laboratory will include a study of brain anatomy, and the application of physiological techniques to the study of animal behavior. Lectures and laboratory. Prerequisites: Psychology 10, 95; Biology 8; or permission of instructor.

166. ADVANCED TOPICS IN NEUROPSYCHOLOGY
An in-depth coverage of special interest areas relating brain mechanisms and behavior. The aim of this offering is to give intensive coverage to a single advanced topic in neuropsychology. Possible topics include: neuroanatomy and neurochemistry, psychopharmacology, hormones and behavior, biofeedback, neural basis of aging and neuropathology. Prerequisite: Psychology 165.

170. HISTORY AND SYSTEMS OF PSYCHOLOGY
Origin and development of modern psychological schools: Structuralism, Functionalism, Behaviorism, Gestalt and Psychoanalysis. Prerequisite: Psychology 11 or permission of instructor. NCX*

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*Exempted from challenge.

175. HUMANISTIC PSYCHOLOGY

A survey of the literature from the humanistic "third force" in psychology. Rogers, Maslow, May, Berne and Perls are studied from both theoretical and therapeutic standpoints. Traditional psychology is also examined in the light of these writings. Stress is placed upon the motifs of self-actualization, individuality and values as these pertain to the conduct of psychology.

180. FREUD AND PSYCHOANALYSIS

Study of the history, theories, and case studies which led to the development of the psychoanalytic perspective. Primary stress is placed on the life and works of Freud, himself, although the latter part of the course is devoted to Adler, Jung, and the neo-Freudians. Prerequisite: Psychology 11 or consent of instructor. NCX*

181. SEMINAR IN COUNSELING

This course will introduce students to the various theories and techniques of counseling (in reading) and to the actual process of group interaction (in class). Students are expected to serve in a counseling relationship to at least one other person during the term. Prerequisite: Permission of instructor.

182. SEMINAR IN THE PSYCHOLOGY OF MOTIVATION

A series of assigned readings and reports from classic and contemporary sources in the experimental and theoretical literature on motivation. Investigation of special problems. Prerequisite: Psychology 130 or special permission. NCX*

184. SEMINAR IN THE PSYCHOLOGY OF LEARNING

A series of assigned readings and reports from classic and contemporary sources in the experimental and theoretical literature on learning and thinking. NCX*

185. DEVELOPMENTAL PSYCHOLOGY I

This is the first course in a sequence of courses which will explore the development of individuals over the course of the life cycle. Topics for the year course will include (1) principles and theories of development, (2) perceptual, cognitive, social and personality development, (3) family, school and other societal influences on development and (4) applied issues in child rearing, education, and other socialization practices. Students will have an opportunity to clarify their values about having and raising children and about the responsibilities of society generally to children. The course is organized on an age-stage basis. This first course usually covers developmental principles, prenatal development, infancy and the toddler period. Prerequisite: Psychology 010 or 011.

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*Exempted from challenge.

186. DEVELOPMENTAL PSYCHOLOGY II

This is a continuation of the sequence beginning with Psychology 185. This quarter usually covers the early and middle childhood years, i.e. approximately ages 4 through 11. Intelligence, schools, sex roles, achievement, and prejudice are topics of special attention. Prerequisite: Psychology 010 or 011 and either Psychology 085 or 185.

187. DEVELOPMENTAL PSYCHOLOGY III

This is a continuation of the sequence beginning with Psychology 185. This quarter usually covers the age period from puberty through the early twenties. The establishment of personal identity and the development of sexual expression are central themes in this quarter. Attention is also given to intellectual development, high school education, and moral development. Prerequisite: Psychology 010 or 011 and either Psychology 080, 085 or 186.

188. DEVELOPMENTAL PSYCHOLOGY IV

This course is part of the College of Sciences Center on Aging and will cover adult development including young adulthood, middle age, retirement, aging, and death. Topics will include family roles, occupational development, establishment and change of life style, sex roles, and the development of values and attitudes. We will consider theoretical issues related to stability vs. change in personality over the life span.

189. DEVELOPMENTAL PSYCHOLOGY SEMINAR

This course will be a small enrollment discussion class for Psychology majors. Students will pursue readings from the original theoretical and empirical journal literature on some topic area from developmental psychology. The topic will vary from year to year. All students will prepare research proposals as term projects. Prerequisite: Either Psychology 185, 186, or 187, permission of instructor.

190, 191, 192. INDEPENDENT RESEARCH

Independent projects may be undertaken by upper-division students with a faculty sponsor. To be eligible to receive a course credit for such research the student must submit a formal written proposal and have it approved by the sponsoring faculty member, the department chairman, and the Dean. The proposal must be submitted before the end of previous quarter and it must meet the University-wide requirements for independent study credit. These requirements are available from the chairwoman or Dean.

195. ADVANCED SEMINAR

Intensive focus on selected specialized topics which vary from year to year. Prerequisite: permission of instructor.

197, 198, 199. PRACTICUM

Clinical experience in community agencies. Involves selected readings. Open to seniors with average GPA of 3.00 or better. Present practicums include child development, psychotherapy with children, and occupational therapy.

COLLEGE OF SCIENCES
DEPARTMENT OF SOCIOLOGY/ ANTHROPOLOGY

Kichiro K. Iwamoto, Ph.D., *Chairman*

Professor: Witold Krassowski
Associate Professor: Paul F. Verden
Assistant Professors: Linda E. Cool, M. Griffin Dix, Kichiro K. Iwamoto, Joan K. Kruse
Acting Assistant Professor: John J. Sewart

Sociology and Anthropology are closely related disciplines; both study the social life of human groups. While the general approach of the Department emphasizes the scientific and analytic aspects of the two fields, students will find that Sociology and Anthropology are also avenues to the development of personal values on issues of social concern.

All students in the Department major either in Anthropology or Sociology.

Students who wish to make Anthropology their major are required to fulfill the general requirements of the University and the College of Sciences and complete the following for the Bachelor of Science degree:

1. Anthropology 1, 2, and 3
2. Sociology 1, 17, and 19
3. Anthropology 118, 180 (Junior Seminar), and 190 (Senior Seminar)
4. Five upper-division courses in the Department, three of which must be in Anthropology with the remaining two either in Sociology or Anthropology.

Students who wish to make Sociology their major are required to fulfill the general requirements of the University and the College of Sciences and complete the following for the Bachelor of Science degree:

1. Sociology 1, 13, 17, 19, and 27
2. Anthropology 3
3. Sociology 118, 180 (Junior Seminar), and 190 (Senior Seminar)
4. Five upper-division courses in the department, three of which must be in Sociology with the remaining two either in Sociology or Anthropology.

An average grade of C must be maintained in the courses in the major. Both Anthropology and Sociology majors must complete, at the end of the Winter Quarter of their senior year, a senior thesis which is approved by the faculty of the department. The thesis topic is developed and approved in the course of the work done during the Junior Seminar (Anthro. 180 or Soc. 180) with the completed project presented and revised during the Senior Seminar (Anthro. 190 or Soc. 190). The Junior Seminar is offered during the Spring Quarter and the Senior Seminar during the Winter Quarter of every academic year. Majors must have completed the lower-division major requirements prior to enrolling in Junior Seminar.

The academic programs developed by the department stress the individual interests and objectives of students. Attempts are made to develop personalized programs for each student which make it essential that students majoring in the department frequently consult —and work closely with—their academic advisors. A variety of options are open to students majoring in Sociology or Anthropology such as: a) preprofessional programs designed for the student who plans to do advanced graduate work in the discipline, b) a pre-legal option for the student who chooses to enter law school, c) an undergraduate program for the student who plans to do graduate work leading to teaching credentials in elementary, secondary, and special education, d) a concentration preparatory to graduate work in the field of Administration (MBA, MPA, etc.) or Social Welfare (MSW), and e) a concentration in gerontology which would prepare students for postgraduate work in this field or give students foundations necessary for work with elderly population. Students who view their Bachelor Degree as a terminal one find that Sociology or Anthropology offers a strong background for careers in social service, juvenile and adult probation, child welfare, urban planning and for various types of positions in organization management. Suggested courses of study for each of these career options are described in the "Departmental Brochure" available from the departmental secretary or the student's academic advisor. Each year, the department awards a prize to the Sociology or Anthropology major for the outstanding undergraduate research paper. (See "Departmental Prizes," page 32, for details.)

Honors Program

Outstanding students in Sociology/Anthropology are invited to participate in the University Honors Program. This program provides students with particularly challenging and stimulating learning experiences corresponding to their academic potential.

Honors students are expected to enroll in honors seminars, and special honors sections of regular courses and to become involved in research, both through participating in on-going faculty research projects, and through initiating and executing, under faculty guidance, small-scale research projects of their own.

SOCIOLOGY

1. PRINCIPLES OF SOCIOLOGY
An introduction to the field of sociology with applications of sociological principles to our present society.

1.77. HONORS SEMINAR IN PRINCIPLES OF SOCIOLOGY
NCX*

13. AMERICAN SOCIETY
A mutual exploration of the potential and limitations of the sociological perspective for enhancing personal liberation within the constraints of an advanced industrial civilization. Includes a review of social problems character-

*Exempted from challenge.

istic of contemporary American society, the interrelations and structural bases within American society.

17. PRINCIPLES OF DESCRIPTIVE STATISTICS
Introduction to statistical topics of single- and multi-variate description, and measures of association, such as lambda, gamma, Somer' Pearson's R, and Spearman Rho. Focus is on the application and uses of these techniques in the field of sociology. Prerequisites: Mathematics 6 or equivalent. NCX*

19. RESEARCH METHODS
Introduction to basic research methods, including participant observation, content analysis, survey research, and laboratory experiments. Each technique is used to gather and analyze data. Prerequisite: Sociology 17. NCX*

27. STATISTICAL ANALYSIS
Advanced topics in the application of statistical and mathematical techniques to research data. Topics include statistical inference, research design, scaling techniques, and current techniques used in social research. Prerequisites: Sociology 17 and 19. NCX*

90, 91, 92. LOWER DIVISION SEMINAR IN SOCIOLOGY
Seminars for freshmen and sophomores on selected issues in sociology or current problems of social relevance. By permission of the instructor only. NCX*

110. INTERGROUP RELATIONS
Prejudice and discrimination toward minorities, with particular emphasis upon the current situation in the United States.

117. ADVANCED RESEARCH METHODS
The formulation and design of applied research. Definition of the problem, hypothesis testing, development of research design, measurement, data gathering, computer analysis and interpretation of findings. Prerequisites: Sociology 17 and 19 with a grade of B or better, or permission of the instructor. NCX*

118. INTRODUCTION TO SOCIAL THEORY
Analysis of the works of major theorists who have influenced sociology and anthropology. Emphasis on Marx, Durkheim, Weber, the content and historical context of their approaches, the value and problems of their legacy. Prerequisites: Sociology 1, Anthropology 3, or Sociology 19, or permission of the instructor.

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*Exempted from challenge.

119. POLITICAL SOCIOLOGY
Study of the structure of power in contemporary societies, including the social bases of political parties and movements and the nature of the state. Explores the relationships between the economic order and the political order as well as sources of political conflict.

120. COLLECTIVE BEHAVIOR
Analytical study of collective behavior principles; typology of crowds, mass behavior and the characteristics of publics. Introduction to social movements.

129. THE PROCESS OF COMMUNICATION
Communication as a sociopsychological and cultural process. Communication patterns in small groups, and in large organizations. Organization, functions, and development in mass media. Comparisons of systems.

132. SOCIAL STRATIFICATION
Examination of the basic characteristics of social rewards in society and how they contribute to social structures of inequality. Focus upon social class life styles and consequences for members.

143. URBAN SOCIOLOGY
Urbanization, its nature, causes, and consequences. Growth and structure of metropolitan areas. Decision-making in cities. New patterns of urban government. NCX*

144, 145. URBAN ISSUES I & II
Analysis of social, political, and economic structures of the modern city. Impact of state and federal programs. Community planning and development. NCX*

146. SOCIOLOGY OF EDUCATION
The socio-psychological aspects of educational processes and educational institutions in a changing society.

147. INDUSTRIAL SOCIOLOGY
Examination of the ideological and institutional characteristics of modern industrial society and some of its basic problems, such as alienation, affluence and the work motivation models, modern sex roles, primary group influences, and leadership behavior.

148. COMPLEX ORGANIZATIONS
Examination of bureaucracy, the fundamental social organization of modern society. Focus will be upon the structural characteristics and consequences

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*Exempted from challenge.

of living in a bureaucratic society. Examples drawn from industrial organizations, mental institutions, prisons, and universities.

149. WORK AND LEISURE
An exploration of the past, present, and future of work and leisure in human culture. The apparent complimentary nature of work and leisure will be examined in terms of cultural context, selected social institutions, systems of stratification, technology, social role and self concepts. Course materials will include a consideration of the changing meaning of such terms as time, wealth, alienation, and sloth.

150. SOCIAL PSYCHOLOGY
The study of individuals in social contexts. Topics include person perception, social influence, persuasion, interpersonal attraction, power, status and norm formation, and conformity.

151. SOCIOLOGY OF SEX ROLES
A sociological analysis of sex differences and sex-role inequalities including an examination of crosscultural, historical, and contemporary U.S. materials.

152. SOCIALIZATION
The learning of norms and values throughout the life cycle, with an emphasis on the social structures within which socialization occurs.

157. FAMILY AND KINSHIP
Marriage, the family, and kinship are studied both in our own society and in crosscultural perspective.

161. SMALL GROUPS
The structure and social processes that occur in small groups. Topics include power and prestige, leadership, communication networks, game theory, and distributive justice.

165. DEVIANT BEHAVIOR
Examination of such deviant behavior as crime, mental disorder, and alcoholism. Social factors in the etiology and control of deviant behavior.

166. CRIMINOLOGY
The study of crime in society. The course will include a review of "classical" theories of criminal activity, as well as contemporary viewpoints. "Crime" will be considered in relation to American society, its institutions and ideologies. Criminal perspectives and "victimology" will also be included.

169. POPULAR CULTURE
A socio-historical analysis of shifting current and significant trends in the development of popular mass culture activities in America from 1900. Special emphasis will be given to the continued presence of folk and ethnic art forms

(including music, dance and humor) and the emergence of a mass entertainment industry.

170. SOCIAL CHANGE
Significant trends and issues in contemporary American society and in the world. The utility of sociological concepts and principles in understanding contemporary society.

171. DEMOGRAPHY
The demographic issues of the modern world; patterns of population growth, problems of quantity, composition, distribution, and quality, and population policies.

172. SOCIOLOGY OF AGING
Introduction to social gerontology. Theoretical approaches and research in social gerontology. The aged: living environments, public attitudes, self-image, public policies and programs, death and dying.

180. JUNIOR SEMINAR IN SOCIOLOGY
Advanced seminar in sociological methodology culminating in the students' design and execution of an original, independent research project. Required for juniors majoring in sociology. NCX*

190. SENIOR SEMINAR
A seminar required for all seniors who major in the department. NCX*

193, 194, 195. ADVANCED SEMINAR IN SOCIOLOGY
Seminars for juniors and seniors on selected issues in sociology or current problems of social relevance. One offered each term. By permission of the instructor only. NCX*

196. INDEPENDENT RESEARCH
Involves student participation in an on-going research project or the development and execution of a student research project under the supervision of a faculty member. By permission of the instructor only. NCX*

197. INDEPENDENT STUDY
For students who wish to do intensive reading in areas not emphasized by the Department, or to do further independent study on specific topics not fully covered in departmental courses. By permission of the instructor only. NCX*

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*Exempted from challenge.

199, 199A, 199B. PRACTICUM

Opportunity for students in good standing to work and conduct sociological analysis in community agencies, government bureaus and political or industrial organizations. May be taken on a part-time basis as a one or two-term course equivalent or on a full-time basis as a three-term course. By permission of the instructor only. NCX*

ANTHROPOLOGY

1. INTRODUCTION TO PHYSICAL ANTHROPOLOGY

The study of the origin and antiquity of man, the fossil evidence for human evolution, primate behavior, and human variation in morphology, serology, and genetics.

2. ARCHAEOLOGY AND PREHISTORY

A survey of the evolution of human culture during the pleistocene period in both the Old World and the New World.

3. INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY

The concept of culture, the development and evolution of social and cultural analyses of the major sub-systems of culture (economic, echnological, social and political organizations, philosophy and world-view), and selected issues of social concern: racism, cultural determinism, cultural relativity.

3.77. INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY, HONORS

NCX*

90, 91, 92. LOWER DIVISION SEMINAR IN ANTHROPOLOGY

Seminar for freshmen and sophomores on selected issues in social and cultural anthropology. By permission of the instructor only. NCX*

118. INTRODUCTION TO SOCIAL THEORY

Analysis of the works of major theorists who have influenced sociology and anthropology. Emphasis on Marx, Durkheim, Weber, the content and historical context of their approaches, the value and problems of their legacy. Prerequisites: Sociology 1, 19, or permission of the instructor.

141. COMPARATIVE SOCIETY.

A survey aimed at introducing students to the various culture areas, types of social organization and belief systems found around the world. The course will stress the variety of human institutions and the diverse modes of human adaptation.

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*Exempted from challenge.

144. CULTURAL ECOLOGY
Survey of the theories, methods and applications of the ecological perspective to the cultural attributes of human populations; emphasis of the course will be upon the relationship between the natural environment and human cultural systems.

148. OLD WORLD PREHISTORY
A survey of the prehistoric cultures of Africa, Europe, and Asia during the pleistocene period.

150. ANTHROPOLOGY OF RELIGION
The nature of religious beliefs in other cultures. The relation of religion to culture, personality, and social organization. Analysis of anthropological theories concerning the evolution and functions of religious belief, myth, and ritual.

152. POLITICAL ANTHROPOLOGY
Problems of defining and studying political behavior in non-Western cultures. Effects of social, cultural and environmental factors on political organization in selected societies. Emphasis upon comparison of analytical assumptions of different authors.

155. PSYCHOLOGICAL ANTHROPOLOGY
The interrelationships among cultural, social, and psychological factors in human behavior. Prerequisites: one course in Anthropology and one course in Psychology.

156. SOCIOLINGUISTICS
Language as context, referent, and dimension of social behavior. An interdisciplinary examination of language in society: ethnography of speaking, cognition, bilingualism, social dialects, language change and language planning.

157. SOCIAL ORGANIZATION
The analysis of kinship, marriage and descent structures, their evolution and range of variation in world cultures.

158. ANTHROPOLOGY OF DEVELOPMENT
The effects of change on people's lives in third world countries. Cultural and social change will be examined in concrete instances studied by anthropologists. Included are theories of change and the relevance of applied anthropology.

172. ANTHROPOLOGY OF AGING
Crosscultural examination of the aging process in a range of human societies. Emphasis on level of technology, degree of urbanization, rate of social

change as well as social, political and cultural differences in understanding how old people adapt to, and cope with, the modern world.

180. JUNIOR SEMINAR IN ANTHROPOLOGY
Advanced seminar in anthropological methodology culminating in the students' design and execution of an original, independent research project. Required for juniors majoring in anthropology. NCX*

183. EAST ASIAN CULTURE AND SOCIETY
Comparative study of China, Korea, and Japan emphasizing traditional social organization, religion, and modern economic and political development. The relationships between traditional ways of life and modern adaptations.

184. ANTHROPOLOGY OF MEDITERRANEAN EUROPE
Examination of the similarity and diversity of the cultures of Mediterranean Europe. Emphasis on modes of social relationships such as patronage and on cultural factors such as the concepts of honor and shame. Economic development and change in rural communities and the urbanization of migrants.

185. PEOPLES AND CULTURES OF MEXICO
A survey of both prehistoric and contemporary societies of Mesoamerica; the course will emphasize the relationship between ancient and modern Mexican cultural systems.

186. NORTH AMERICAN INDIAN ETHNOGRAPHY
The range of variation of North American Indian cultures from the Arctic to Mexico; the concept of culture area; modern reservation conditions.

187. PEOPLES AND CULTURES OF AFRICA
A general anthropological view of the major institutions of sub-Sahara Africa, as exemplified through their appearance in a wide variety of cultures. Both ethnographic accounts and theoretical issues are discussed.

190. SENIOR SEMINAR
A seminar required for all seniors who major in the department. NCX*

193, 194, 195. ADVANCED SEMINAR IN ANTHROPOLOGY
Seminars for juniors and seniors on selected topics in social and cultural anthropology. By permission of the instructor only. NCX*

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*Exempted from challenge.

196. INDEPENDENT RESEARCH

Involves student participation in an on-going research project, or the development and execution of a student research project under the supervision of a faculty member. By permission of the instructor only. NCX*

197. INDEPENDENT STUDY

For students who wish to do intensive reading in areas not emphasized by the Department, or to do further independent study on specific topics not fully covered in departmental courses. By permission of the instructor only. NCX*

198. ADVANCED LABORATORY IN ARCHEOLOGICAL METHOD

Original research, analysis and interpretation of archeological material that has been collected in the field. Students will gain a basic knowledge of osteology and lithic technology and, when possible, participate in brief projects of on-site field research. By permission of the instructor only. NCX*

199, 199A. FIELD COURSE IN ARCHEOLOGICAL METHOD

Six weeks of on-site archeological field research. Students will learn through practical experience the basic techniques of excavation and field analyses. By permission of the instructor only. NCX*

*Exempted from challenge.

SCHOOL OF BUSINESS AND ADMINISTRATION

André L. Delbecq, D.B.A., *Dean*

The Board of Trustees established the School of Business and Administration as an integral part of the University of Santa Clara in 1926. The four-year curriculum was approved in 1927. The Graduate School of Business and Administration was established in 1958.

The School of Business and Administration correlates the general education aims of the University with preparation in meeting the general and specific problems of industry.

The specific aims are to supply professional training for those who are aiming at responsible positions in corporations, in their own businesses, in professional organizations serving business, or in state and federal government agencies; and to provide graduate work at both the master and doctoral levels.

The School of Business and Administration is divided into three divisions:

Undergraduate, leading to the B.S.C. degree;
Graduate, leading to the M.B.A., M.S., and Ph.D. degree;
The Center for Leadership Development.

There are six departments within the School—Accounting, Economics, Finance, Management, Marketing, and Quantitative Methods.

National Affiliation

Both the Graduate and the Undergraduate Schools are accredited by the American Assembly of Collegiate Schools of Business.

Rights Reserved

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

Undergraduate Program

The program leading to a degree of Bachelor of Science in Commerce consists of a total of 175 quarter units.

During the first two years, extreme specialization is not the aim of the School. Rather, the student is trained in the fundamentals of English, Mathematics, Economics, Accounting, and Humanities so that he or she will be well prepared to analyze and study the technical and special problems of business.

During the Junior and Senior years, the program is arranged so that every student will include courses in the major functions found in typical business firms. All students must take courses in Finance, Marketing, Management, Accounting, and Quantitative Methods.

Special and advanced work is given in Accounting, Management, Economics, Finance, Marketing, and Statistics so that students may specialize in some specific area. As an example, majors in Accounting may take the required work to prepare for the Certified Public Accounting examination.

International Aspects of Business: The School of Business also offers a special interdisciplinary program in the international aspects of business. Requirements for this program include courses in one foreign language, history, political science, international economics, international management, international marketing and international finance. Students interested in this program should contact their academic advisor.

Honors Program

The School of Business participates in the Honors Program of the University. During the Freshman and Sophomore years, students are assigned to honors sections which will be offered for students in the School of Business and in the Colleges of Humanities and Science. During the Junior and Senior years, special honors sections will be supervised by the various departments in the School of Business.

Internship Program

The Undergraduate Committee of the School of Business and Administration will grant permission for a limited number of students to earn five quarter units of credit in a special internship program.

To qualify for the course credit, the student will be required to make arrangements with an executive of a business firm or governmental unit to supervise the work or project.

The student must then submit a written petition to the Undergraduate Committee. The petition must include a detailed plan of study and a written statement from the executive of the organization stating that he or she will accept the responsibility of supervising the work or project.

The Undergraduate Committee of the School will decide whether or not the petition for the work will be approved.

Method of Instruction

Students learn through participation. Cases, problems, and discussions supplement in large measure the lecture method which many schools use.

The students serve as active participants in class discussions. They learn to analyze business problems in a great variety of situations. In so doing, they develop the ability and aptitude to evaluate a business problem and choose a course of action.

Transfer Students

Students who transfer to the School of Business from other universities and junior colleges must complete, during their first two years, a minimum of 60 semester or 90 quarter units in order to be given Junior status. Included in these units must be 6 semester or 9 quarter units of Principles of Accounting, 6 semester or 9 quarter units of Principles of Economics, and six semester or 9 quarter units of Mathematics.

Graduation Requirements

The program leading to a degree of Bachelor of Science in Commerce consists of a total of 175 quarter units. During the first two years in the School the student must complete 88 quarter units. The recommended program for the first two years is

similar for all students. Included in these units are the following specific course requirements.

LOWER DIVISION

1. English—3 Courses
   English 1, 2 and 3.
   (Any Literature Course may be substituted for English 3.)
2. Mathematics—3 Courses
   (Students with inadequate preparation in Math must complete Quantitative Methods 14, or Math 9, before selecting one of the following sequences.)
   Quantitative Methods 15, 16 and one computer concepts or Mathematics 11, 12 and one computer course.
3. Humanities and Social Sciences—5 Courses
   At least 3 courses must be taken in Humanities. Economics courses do not fulfill this requirement, except American Economic History (13.012.)
4. Accounting—3 Courses
   Accounting 1, 2, 3
5. Economics—2 Courses
   Economics 1 and 2
6. Statistics—1 Course
   Quantitative Methods 40 or Economics 55
7. Religious Studies—2 Courses
8. Electives—3 to 5 Courses

UPPER DIVISION

Freshman and Sophomore students will not be allowed to take Upper Division Courses until they have completed a minimum of 75 quarter units. Included in the 75 quarter units must be Accounting 1, 2, and 3; Economics 1 and 2, and Statistics Q.M. 40. Students must fulfill prerequisites before they are permitted to take Upper Division courses.

Each student is required on entering the Upper Division to fulfill the following minimum requirements for graduation:

1. A minimum of 12 upper division courses (60 quarter units) in Business and Economics must be completed during the Junior and Senior years. Of these 12 courses, the following core is required of all students:
   Quantitative Methods 100
   Finance 121
   Management 160
   Marketing 181
   Economics 114
   Management 162
2. Religious Studies—1 Course
3. Electives—5 Courses

Any course given at the University will satisfy this category. However, the student should be careful to select these courses so as to achieve the 175 quarter unit requirement.

In addition to the core requirements a student should select a field of emphasis. The following fields of emphasis are approved:

Accounting, Quantitative Methods, Economics, Finance, Management, and Marketing.

A student, who, for important reasons, does not wish to select one of the areas of emphasis, may on written petition to the Undergraduate Committee receive permission to follow a general business program.

Written Petitions

The School of Business Undergraduate Committee has a very strict requirement that must be followed by all students. All requests for changes in program *must* be on *written petition* to the Undergraduate Committee. Petition Forms may be secured in the School of Business Office, Kenna Hall.

SCHOOL OF BUSINESS AND ADMINISTRATION
DEPARTMENT OF ACCOUNTING

Charles F. Louie, Ph.D., *Chairman*

Professor Emeritus: John Pagani
Professors: Thomas Maier, Charles F. Louie
Associate Professors: Marlynn K. Bohman, Paul L. Locatelli, S.J.
Assistant Professors: Paul V. Harrell, Kuan-Chung Wang.
Acting Assistant Professor: James F. Sepe

Required: 130, 131, 132, plus any two other upper-division accounting courses. Those preparing for professional accounting careers should include 133, 135, 136, 137, 138, Business Law 18 and 175.

1. FUNDAMENTALS OF ACCOUNTING
An introduction to accounting principles and procedures underlying external financial reports.

2. FUNDAMENTALS OF ACCOUNTING
Accounting for liabilities, ownership interests, and manufacturing operations. Prerequisite: 1.

3. MANAGERIAL ACCOUNTING
An introduction to accounting for management planning and control. Prerequisite: 2.

55. ACCOUNTING IN THE SOCIAL SCIENCES
The analytical framework of accounting with reference to the social sciences.

130. INTERMEDIATE ACCOUNTING I
Valuation in financial accounting. Prerequisite: 2.

131. INTERMEDIATE ACCOUNTING II
Valuation in financial accounting. Prerequisite: 130.

132. ADVANCED ACCOUNTING I
Accounting for proprietary interests. Prerequisite: 131.

133. ADVANCED ACCOUNTING II
Accounting for proprietary interests. Prerequisite: 132.

134. ACCOUNTING AND INFORMATION SYSTEMS
Introduction of systems and systems design. Prerequisites: 3, 73,160.

135. ADVANCED ACCOUNTING THEORY
Analysis of contemporary problems in accounting theory. Prerequisite: 132.

136. ADVANCED COST ANALYSIS
Standard costs and budgetary techniques for cost control. Cost and profit analyses for decision-making purposes, including direct costing, profit-volume analysis, and break-even analysis. Prerequisite: 3.

137. AUDITING
The techniques of external auditing, which are based upon the purpose of an audit and upon the conventional standards to which these techniques should conform. Prerequisite: 131.

138. INCOME TAXATION I
Federal income tax practice and theory applied to the determination of tax liability of the individual. Similarities and differences, when appropriate, are indicated for partnerships and corporations. Prerequisite: 131.

139. INCOME TAXATION II
Federal income tax theory and practice applied to the determination of tax liability of corporations, partnerships, estates, trusts, and gifts.

191. INTERNSHIP
Opportunity for selected upper division students to work in local governmental units or firms. Prerequisite: Upper division standing and approval of the Undergraduate Committee.

198. INDEPENDENT STUDY

199. UNDERGRADUATE RESEARCH PAPER

SCHOOL OF BUSINESS AND ADMINISTRATION
DEPARTMENT OF ECONOMICS

Mario L. Belotti, Ph.D., *Chairman*

Professors: Mario L. Belotti, William F. Donnelly, S.J., J. M. Heineke, Thaddeus J. Whalen, Jr.
Visiting Professor: Ezra J. Mishan
Associate Professors: Henry Demmert, Thomas Russell
Assistant Professors: Richard T. Coz, S.J., Masako Darrough, Hersh Shefrin, Robert Springer
Acting Assistant Professor: Philip Mirowski

Required: 114, 115, 116, plus four electives.

Lower Division Courses

1. PRINCIPLES OF ECONOMICS I
An introduction to the general principles, terminology, and methods of macroeconomics.

2. PRINCIPLES OF ECONOMICS II
An introduction to the general principles, terminology, and methods of microeconomics.

3. PRINCIPLES OF ECONOMICS III
A study of contemporary economic issues and problems. This course will use the methodology and tools learned in Economics 1 and 2 to investigate in detail some of the major economic issues of the day. Prerequisite: Economics 1 and 2 or permission of the instructor.

12. AMERICAN ECONOMIC HISTORY
A study of the economic history of the United States with special emphasis upon basic economic organizations, such as the business enterprise, the labor union, and the economic functions of government.

55. STATISTICS
Introduction to statistical methods and techniques for both discrete and continuous random variables.

Upper Division Courses

(Economics 1 and 2, or permission of the Undergraduate Committee, is required for all upper-division courses)

114. MICROECONOMICS I
An introduction to the theory of demand production, cost and pricing.

115. AGGREGATE ECONOMIC THEORY
The focus of this course is on the macro, or aggregative aspects of the economy. It emphasizes modern macroeconomic models which aim at explaining the level of output, employment and prices.

116. HISTORY OF ECONOMIC THOUGHT
A study of the evolution of economic ideas and their influence on the development of economic practices. Prerequisites: Economics 114 and 115.

117. EUROPEAN ECONOMIC HISTORY
A study of the preindustrial environment and industrial growth patterns of the western European countries.

118. COMPARATIVE ECONOMIC SYSTEMS
In this course the performance of market economies is contrasted to that of centrally planned, non-market economies and to that of "mixed" economies. The question of performance is addressed from both a theoretical and a practical point of view.

120. ECONOMICS OF THE PUBLIC SECTOR
In this course microeconomic theory will be applied to the analysis of the public sector. Prerequisites: Economics 114.

121. MICROECONOMICS II
The purpose of this course is to acquaint the student with applications of microeconomic theory to familiar economic problems.
Prerequisite: Economics 114.

122. MONEY AND BANKING
A theoretical, institutional, and historical approach to the study of money and banking, with particular emphasis upon the relationship between the monetary and banking system and the rest of the economy.

124. INDUSTRIAL ORGANIZATION
A microanalysis of the structure, conduct, and performance of American industry. Prerequisite: Economics 114.

125. WELFARE ECONOMICS
A study of the principles by which economists evaluate the social desirability of alternative market arrangements. Prerequisite: Economics 114.

126. ECONOMICS AND THE LAW
An application of the tools of economic theory to the analysis of law and legal institutions as they exist in the contemporary United States. Topics include a theory of property rights, the economics of the common law, income distribution and theories of economic justice, the economics of crime and punishment, antitrust law and regulatory law. Prerequisite: Economics 114 or permission of the instructor.

128. BUSINESS CYCLES AND FORECASTING
A study of the nature and causes of economic instability in an industrial economy.

129. ECONOMIC DEVELOPMENT
An analysis of the historical and theoretical context underlying present efforts to increase the rate of economic growth in underdeveloped countries.

130. LATIN AMERICA ECONOMIC DEVELOPMENT
An examination of the economic development of Latin American countries with particular emphasis on the relationships between economic growth and the social, political and economic structures of these countries.

131. AFRICA ECONOMIC DEVELOPMENT
A study of the economic development of Africa, with particular emphasis upon the relationships between economic growth and the social, political and economic structures of these countries.

132. ASIA ECONOMIC DEVELOPMENT
A study of the economic development of Asian countries with particular emphasis upon the relationships between economic growth and the social, political and economic structures of these countries.

133. SOVIET ECONOMIC DEVELOPMENT
A study of the economic development of the Soviet Union since the Communist Revolution.

134. GROWTH DYNAMICS AND PLANNING
A study of various theoretical growth models and their application to development, planning and project evaluation. Prerequisites: Economics 114 and 115.

140. URBAN ECONOMICS
This course examines the economics of urban problems with emphasis on location and land use, the housing market and transportation. The interac-

tion of location and land use decisions with the housing market and the transportation system is analyzed with reference to the amelioration of urban problems. Prerequisite: Economics 114 or permission of the instructor.

141. ENVIRONMENTAL ECONOMICS

A course in the application of basic economic principles to questions concerned with the appropriate use of environmental resources. Emphasis is on the role of cost/benefit analysis in designing environmental policy. Prerequisite: Economics 114.

142. ECONOMICS OF NATURAL RESOURCES

This course will explore the supply of and demand for energy from national and international perspectives. The relationship between energy use, economic growth, and the environment will be investigated. Prerequisites: Economics 1 and 2.

150. LABOR ECONOMICS

A study of labor productivity, incomes, employment and how these are affected by labor organizations and labor legislation.

160. THE ECONOMICS OF POVERTY

A study of the economic conditions which lead to poverty and possible alternative policies directed at modifying such conditions.

170. MATHEMATICAL ECONOMICS I

In this course many familiar micro and macro economic models are generalized and reformulated as mathematical systems. Attention is focused on exploring the properties of these models using mathematical techniques. Emphasis is primarily on static models. Prerequisites: Mathematics 11 and 12, Economics 114 and 115, or consent of professor.

171. MATHEMATICAL ECONOMICS II

Analysis of dynamic economic models. Differential and difference equations are used to explore economic growth, technological change and other types in both macro and micro economics. Selected topics from the economics of uncertainty are also discussed. Prerequisites: Mathematics 11 and 12, Economics 114 and 115, or consent of professor.

173. ANALYSIS OF ECONOMIC DATA

A course that provides the student with methods to analyze economic data. Topics such as time series data, index numbers, hypothesis testing and simple regression will be covered. Prerequisite: Economics 55.

174. STATISTICAL ANALYSIS

A course designed to acquaint the student with the foundations of statistical research methods. Topics include distribution theory, estimation, testing and

prediction, with special emphasis upon multivariate models. Prerequisites: Mathematics 11 and 12 or equivalent.

177. ECONOMETRICS
An introduction to the techniques used by economists to estimate and test economic relationships. Focus is on regression analysis, time series problems and estimation of multiple equation models. Prerequisites: Economics 174 or equivalent.

180. INTERNATIONAL ECONOMICS
An analysis of the theory of international trade, of problems in balance of payments adjustments and of international economic policies. Prerequisite: Economics 114.

188. JUNIOR HONORS SEMINAR
Modern economic theories and problems. Reserved for Honors students.

189. SENIOR HONORS SEMINAR
Modern economic theories and problems. Reserved for Honors students.

190. INDEPENDENT STUDY

191. INTERNSHIP
Opportunity for selected upper division students to work in local governmental units or firms. Prerequisite: Upper division standing and approval of the Undergraduate Committee.

SCHOOL OF BUSINESS AND ADMINISTRATION
DEPARTMENT OF FINANCE

Francis J. Corrigan, Ph.D., *Chairman*

Professors: Francis J. Corrigan, D. Robert Papera
Visiting Professor: Richard A. Labarge, Sr.
Associate Professor: Pretorius Van Den Dool
Assistant Professor: Meir Statman

Required: 121, 125, plus three electives from the following 124, 126, 129, 148, 150, 151, 191, 198, 199, Economics 120, 122.

121. FINANCIAL MANAGEMENT
The basic financial structure of the firm is studied with emphasis on the procurement, allocation and control of both short and long-term funds. The firm's objectives of wealth maximization, liquidity and flexibility are examined with respect to initial organization, financial instruments and markets, measurement and analysis, and profit performance.

124. INVESTMENTS AND INVESTMENT INSTITUTIONS
This course is designed to serve the investment needs of individuals. Topics studied include formulation of investment goals and policies, types of investment media, investment risks and uncertainties, security analysis, investment decision-making and market behavior. Prerequisite: 121.

125. FINANCIAL POLICY
Traditional analytical and quantitative methodology is employed with respect to a study of a firm's optimum capital structure, fund flows, risk and uncertainty, cost-of-capital and capital budgeting policies and valuation. Prerequisite 121.

126. DYNAMICS OF THE FINANCIAL SYSTEM
Role and function of financial institutions, financial flows, interest rate structures, money, and capital markets. The implications for the formulation of business financial policy will be highlighted.

127. PERSONAL FINANCE
A survey course covering the various areas in personal financial planning. Topics will include: personal credit and its uses; home ownership (tax effects and other advantages); basic investment media; estate planning; etc. Prerequisite: none.

129. SENIOR FINANCE SEMINAR
Students study and discuss selected topics in financial management, theory, and research. The selected topics will be partially determined by interests of the seminar members. Emphasis is placed on discussion of a paper and individual reading.

148. PRINCIPLES OF INSURANCE
A survey course to acquaint the student with the general principles of insurance and their application to the various branches of the field.

150. LIFE INSURANCE
Studies of the theoretical concepts of the business and personal uses of life insurance and annuities.

151. INTERNATIONAL FINANCE
This course examines the functioning of the international monetary system as well as the financial problems of business firms operating internationally. Topics covered: transfer of international payments; foreign exchange rates; balance of payments; international liquidity; international investment; international financial markets; international banking; international financial management. Prerequisite: 121.

191. INTERNSHIP
Opportunity for selected upper division students to work in local governmental units or firms. Prerequisite: Upper division standing and approval of the Undergraduate Committee.

198. INDEPENDENT STUDY

199. UNDERGRADUATE RESEARCH PAPER

SCHOOL OF BUSINESS AND ADMINISTRATION
DEPARTMENT OF MANAGEMENT

Joel K. Leidecker, Ph.D., *Chairman*

Associate Professors: Warner O. Brandenburg, James L. Hall, Joel K. Leidecker, Dennis J. Moberg
Assistant Professors: David F. Caldwell, James H. Morris, Barry Z. Posner
Acting Assistant Professor: Peter K. Mills

Required: 160, plus any four to be selected from 158, 159, 163, 164, 166, 167, 168, 170, 171, 173, 191, 197, 198 and 199 and Sociology 147.

11. BUSINESS AND SOCIETY
To discuss and clarify the role of business in modern society and its relationship with the social, political, and economic environments. The course emphasizes the external environment of Business and how these forces are influencing the scope functions and objectives of business institutions.

18. LEGAL ENVIRONMENT OF BUSINESS I
An examination of the law as applied to business and the environment.

20. LEGAL ENVIRONMENT OF BUSINESS II
Continuation of 18.

158. GOVERNMENT AND BUSINESS
A study of federal and state economic powers and how they have been used to promote and regulate business activity.

159. MANAGEMENT AND THE ARTS
The nature of management and the economic issues and problems concerning individuals and organizations in the fine arts and the performing arts.

160. ORGANIZATION AND MANAGEMENT
The nature and meaning of management work, the major areas of management operation, concepts of organization and their applications, departmental and interdepartmental organization and relationships.

162. BUSINESS POLICIES AND MANAGEMENT
A study of the interrelationship and coordination of prior functional and managerial courses leading to the formulation and administration of policy. Comprehensive cases comprise the basic material. Prerequisite: Senior standing.

163. BEHAVIORAL ANALYSIS OF MANAGERIAL DECISIONS
The study of the application of behavioral science and administrative theory to decision-making in business management. Topics include rationality, problem solving, group decision-making, and risk propensity. Quantitative Analysis is not included. Prerequisite: 160 and 168.

164. OPERATIONS MANAGEMENT
Application of operational techniques, such as industrial engineering and cost analysis, to the management of manufacturing plants and other industries. Prerequisite: 160.

166. PERSONNEL ADMINISTRATION
An intensive review of the role and functions of the personnel department in business organizations, with particular emphasis on selection and placement, training and development, and compensation systems. Prerequisite: 160.

167. INDUSTRIAL RELATIONS
The course deals with union-management relations, focusing on behavioral and legal dimensions. Much of the course involves the analysis of actual union-management cases. Prerequisite: 160.

168. MANAGEMENT OF HUMAN RESOURCES
Concepts to foster the effective utilization of human resources within the business organization—human behavior and job performance, motivation theory, interpersonal and group relationships, the management of conflict and change. Prerequisite: 160.

170. INTERNATIONAL MANAGEMENT
This course provides an overview of the issues and problems that confront management in their international operations. The prime factor differentiating international from domestic operations is a socio-political-cultural one, where management style as well as techniques of marketing, finance, and production must be tailored to the "attitude" of the host country.

171. INDUSTRIAL PSYCHOLOGY
Psychological fundamentals affecting individual and group behavior in organizational situations. Emphasis on active student involvement, with considerable use of experiential learning.

173. SEMINAR IN ADVANCED MANAGEMENT STUDY
An advanced course designed to allow a student the opportunity to apply the conceptual areas discussed in Management courses. Includes simulated experiential learning involving case analysis, group learning processes and non-academic resource personnel. Prerequisite: 160 and 168 (Limited to students in their Senior year subject to departmental approval).

175. ADVANCED BUSINESS LAW
Prerequisite: 18, recommended for accounting majors.

192. MORAL PERSPECTIVE ON THE POLITICAL ECONOMY
Concentrate on conceptual foundation of government and business, comparative economic systems and selected issues in public policy, business practice and planning in the context of social responsibility and justice.

191. INTERNSHIP
Opportunity for selected upper division students to work in local governmental units or firms. Prerequisite: Upper division standing and approval of the Undergraduate Committee.

193. MORAL ASPECTS OF FOOD AND POPULATION POLICY
Examines the limits to growth in terms of food and population questions and analyzes leading issues in destruction of production factors and agricultural products.

197. MORAL RESPONSIBILITY AND BUSINESS PRACTICE
Examines issues of social justice and responsibility in terms of contemporary business policy and practice.

198. INDEPENDENT STUDY

199. UNDERGRADUATE RESEARCH PAPER

SCHOOL OF BUSINESS AND ADMINISTRATION
DEPARTMENT OF MARKETING

Albert V. Bruno, Ph.D., *Chairman*

Professor Emeritus: Charles J. Dirksen
Professor: Albert V. Bruno
Associate Professor: J. Michael Munson
Assistant Professors: W. Austin Spivey, Tyzoon T. Tyebjee
Acting Assistant Professors: Mary Ann O. Kriewall, Shelby H. McIntyre
Lecturer: Lewis C. Winters

Required for Marketing Majors: 181; plus any four of the following: 165, 167, 178, 179, 182, 183, 184, 185, 186, 187, 189, 191, 192, 198, 199.

165. RETAILING

A study of trends in retailing and the environmental forces that affect its execution. Students will be exposed to actual retailers through projects. Prerequisite: 181.

167. PURCHASING

The problems of procuring and coordinating a flow of raw materials, parts, and supplies with the needs of production and operation of industrial and commercial organizations. Prerequisite: 181.

178. INTERNATIONAL MARKETING

This course deals with the principles and practices of international marketing, beginning with small companies concerned only with exporting and ending with an examination of the multinational corporation. Emphasis is on decision-making, with considerable use of the case method. Prerequisite: 181.

179. SMALL BUSINESS ENTREPRENEURSHIP

This course is concerned with the evaluation of venture ideas and the conversion of these ideas into viable ventures. Class time is devoted about equally to a discussion of cases, lectures, and presentations by guest lecturers who have had experience relating to the starting of new enterprises (e.g., bankers, attorneys, entrepreneurs). Each member of the class is asked to develop a five-year business plan for a new enterprise as part of the course. Prerequisite: Senior Standing. Student must have a knowledge of Accounting and Finance.

181. PRINCIPLES OF MARKETING

This course explores the role of marketing in society, discusses marketing institutions, and analyzes the critical position of marketing in business strategy. The course also deals with the analysis, planning and control of the marketing function.

182. MARKETING MANAGEMENT

This course exposes the student to complex real world marketing problems and develops a systematic approach to their solution. Marketing management decision-making is simulated by the use of actual business situations via the case method. Prerequisite: 181.

183. BUYER BEHAVIOR

This course focuses on how consumers process information and make buying decisions. The influence of specific factors (such as personality, culture, social class, motivation, perception, family, reference groups) on consumer decision-making is investigated. Decision processes of industrial buyers are also studied and compared to that of non-industrial buyers. Particular em-

phasis is given to how an understanding of the consumer decision-making process can be applied to the development of sound marketing strategy. Prerequisite: 181.

184. ADVERTISING & PROMOTION

A study of the role of advertising in marketing; major topics include the communication process, the definition of advertising objectives, strategy formulation, budgeting, media selection, copy testing, evaluating advertising results, and regulation. Cultural, economic, and ethical issues are raised from a social perspective. Attention will also be paid to non-profit and political advertising. Prerequisite: 181.

185. SALES MANAGEMENT

Managing the sales function incorporating current management and quantitative techniques together with concepts from the behavioral sciences. The various duties of the sales manager are studied in detail, but particular emphasis is placed upon the integrative nature of the tasks. Prerequisite: 181.

186. PRINCIPLES OF AGRICULTURAL PRODUCTS

A study of the American agricultural sector with emphasis on California; problem of production; comparative advantage of Western farm products on domestic and international markets; American contributions to world food supply. Prerequisite: 181.

187. DYNAMIC MARKETING MANAGEMENT: A COMPUTER GAME APPLICATION

Students become heavily involved with dynamic decision making. Focus of the course is a competitive marketing game. Students are grouped into company teams and make inferences about the business environment. Company management must decide on what products to offer, what price to charge, how many salesmen to employ and how much to budget for advertising. In addition, production and marketing research decisions must be made. Prerequisite: 181.

189. MARKETING RESEARCH

A study of the application of marketing research methodology to the solution of business problems. The course will address the role of marketing research, its design, execution, analysis, and implementation. Prerequisite: 181.

191. INTERNSHIP

Opportunity for selected upper division students to work in local governmental units or firms. Prerequisite: Upper division standing and approval of the Undergraduate Committee.

192. ANALYTICAL MARKETING MANAGEMENT
The application of various quantitative techniques to the solution of typical marketing problems. Actual computer solutions are inherent to the course, but emphasis is placed on the assumptions, limitations, and functions of the techniques behind the solutions. Prerequisite: 181.

198. INDEPENDENT STUDY

199. UNDERGRADUATE RESEARCH PAPER

SCHOOL OF BUSINESS AND ADMINISTRATION
DEPARTMENT OF QUANTITATIVE METHODS

Chaiho Kim, Ph.D., *Chairman*

Professor: Chaiho Kim
Associate Professors: Steven Nahmias, Zeb L. Vancura,
Visiting Associate Professor: Rajat K. Deb
Assistant Professors: Kenneth Pacholke, Charles Rogers
Acting Assistant Professors: Eng Ung Choo, Charles Schmidt
Lecturer: Dennis Burton

Required: 17 and 100, plus any four of the following: 30, 101, 102, 104, 105, 106, 107, Mathematics 21, 53.

14. MATHEMATICAL CONCEPTS I
A pre-calculus transitional course for those students with limited background in algebra and analytic geometry. Topics include the real number system, fractions, exponents, linear and quadratic equations, inequalities, functions and graphs, straight lines, conic sections, systems of equations, and theory of equations.

15. MATHEMATICAL CONCEPTS II
Differential and integral calculus of one variable. After a brief review of functions and graphs, topics include limits and continuity, derivatives and applications, the integral and techniques of integration. Prerequisite: 14 or equivalent.

16. MATHEMATICAL CONCEPTS III
A continuation of 15 consisting of calculus of several variables and matrix algebra. Topics include partial differentiation, multiple integration, matrix operations, and applications of matrices to solving systems of linear equations. Prerequisite: 15 or equivalent.

17. COMPUTER CONCEPTS I
An introduction to computer fundamentals including hardware and software concepts. Logic and techniques of programming. Application to business problems.

30. COMPUTER CONCEPTS II
A survey of the significant features of the procedure-oriented computing language FORTRAN. Includes the organization and coding of business problems for solution on digital computers. Prerequisite: 17 or equivalent.

40. STATISTICS
A study of the basic concepts of statistics and the use of statistical analyses in the solution of managerial problems. Topics include descriptive statistics, probability, sampling theory, estimation and hypothesis testing.

100. QUANTITATIVE METHODS I
A study of the application of the fundamental business operations research methodology for management decision making. Prerequisite: 40 or equivalent.

101. COMPUTER-ASSISTED DECISION ANALYSIS
The elements of modern decision theory and the application of statistical decision concepts to a variety of industrial problems. A computer-oriented course. Prerequisite: 100 or equivalent.

102. MANAGERIAL PROGRAMMING
The computer utilization in management. Students develop their own programs to analyze and solve a number of business problems. Prerequisite: 100 or equivalent.

103. OPERATIONS RESEARCH
The methods, tools, and techniques of management science applied to the problems of operations management. Prerequisite: 100 or equivalent.

104. MANAGEMENT INFORMATION SYSTEMS
An overview of the field of management information systems. Topics include: difference between data and information; the relationship of information theory to management and systems theory; the information system design and specification; the implementation, evaluation, and management of an information system. Prerequisite: 100, and the completion of (or current enrollment in) at least one class in each of the functional areas of business, i.e., economics, accounting, finance, management, and marketing.

105. MANAGEMENT AND THE COMPUTER
An introduction to basic computer concepts and operation. An overview of the computer-based information system. The managerial and social implications of computer usage. The relation of these concepts for problem solving in functional areas of business. Prerequisite: 17 or equivalent.

106. SYSTEMS ANALYSIS I
An introduction to the general concept of systems. Examination of information flows, tools, and activities of a systems analyst. Impact of systems implementation on the organizational structure. Decision rules in a system approach. Prerequisite: 100 or equivalent.

107. SYSTEMS ANALYSIS II
Advanced treatment of topics on analysis and design of organization information systems. An application of the systems analysis techniques learned in Systems Analysis I to problem situations. Teams of students work in mini-consulting projects on real problems in local companies. Prerequisite: 106 or equivalent.

191. INTERNSHIP
Opportunity for selected upper division students to work in local government units or firms. Prerequisite: Upper division standing and approval of the Undergraduate Committee.

SCHOOL OF ENGINEERING

Robert J. Parden, Ph.D., *Dean*

" . . . it is a Catholic school, yet those of other faiths are admitted also, and their religious opinions are not interfered with . . . to cultivate the heart . . . a care of morals, no less than intellectual improvement, are duties kept sacredly in view . . ." wrote John Nobili, S.J., first President of the University of Santa Clara.

To these goals of fundamental knowledge—an inquiring mind, good habits of self-discipline, aptly expressed by Santa Clara's first president—the professional school adds the requirement of preparation to make a specific social contribution. Engineering knowledge was once passed from generation to generation in the familiar pattern of the apprenticeship. With the increasingly complex applications of science which provided the groundwork for the Industrial Revolution, those who were charged with applying science to the needs of the society in which they live—engineers—turned to the universities for increased formal preparation in science and mathematics. To accelerate the rate at which knowledge of contemporary engineering applications could be learned beyond that of the apprenticeship, schools of engineering developed—extending the curriculum beyond science and mathematics to include the methodology of engineering applications. Not only were the traditional goals of the University embraced, but to them were added specific professional needs—needs not only of the individual, but of the profession they represent.

The function of engineering is to bridge science and society; to modify nature to meet the needs of society within the constraints dictated by social, political, and economic considerations.

In order to act as the bridge between science and society, the engineer must be knowledgeable in science, and sensitive to the means which can be used to satisfy social needs.

The rapid expansion of knowledge and complexity in all areas of society, science, and engineering suggests the need to both broaden the educational program, and to increase specialization. Both goals cannot be accomplished in four years. Because of the wide variety of engineering opportunities, and because so many graduates determine to go on for further study, the School of Engineering undergraduate curriculum minimizes specialization and combines it with general study in the humanities and the social and natural sciences.

Students who desire an even broader, more liberalized approach to engineering education may elect the Bachelor of Science in Engineering degree (the da Vinci Program) which permits additional courses in Humanities the life sciences, business administration, or the social sciences.

One-third of those students who earn Engineering degrees undertake graduate work in engineering. An additional group pursues graduate study in law, medicine, business administration, city and regional planning, and other areas where an undergraduate preparation combining science, applied science, and the liberal arts is desired.

The engineering activity requires all types of people with different interests, preparations, and abilities. Regardless of the field of engineering, there is a pattern of assignments describing the kinds of jobs in which engineers engage. These include:

Technical Management in which the engineer directs a team of engineers—technicians, mechanics, and other skilled artisans.

Consulting in which the engineer alone, or as part of a firm, offers his services to a client needing professional counsel.

Design in which the engineer plans structures or systems, using his knowledge of scientific principles and the properties of materials.

Research and Development in which the engineer seeks additional knowledge about basic, physical phenomena and develops this knowledge into a product of service. In this assignment the engineer works closely with the scientist, and often their division of labor is difficult to identify.

Construction and Production in which the engineer translates the design engineer's drawings and specifications into products, structures, machines, or systems.

Teaching in engineering schools and colleges.

These are general assignments. Engineers also undertake assignments which require engineering background and experience, such as administration, management, and sales.

ENGINEERING AT SANTA CLARA

The undergraduate programs leading to the Bachelor of Science degree in Civil, Electrical, and Mechanical Engineering were first offered at the University of Santa Clara in 1912. They were accredited by The Engineers Council for Professional Development in 1937. Since that time the Bachelor of Science in Engineering, the Bachelor of Science in Computer Science in Engineering, the Master of Science in Electrical, and Mechanical Engineering, in Computer Science, Engineering Management, Engineering Mechanics, Applied Mathematics; the Master of Science in Engineering, the Engineer's degree in Electrical, Mechanical, and the Doctor of Philosophy in Electrical Engineering programs have been added. Starting in the fall of 1979, the Bachelor of Science degree will be offered in Engineering Physics. Please consult the Physics Department section for further information.

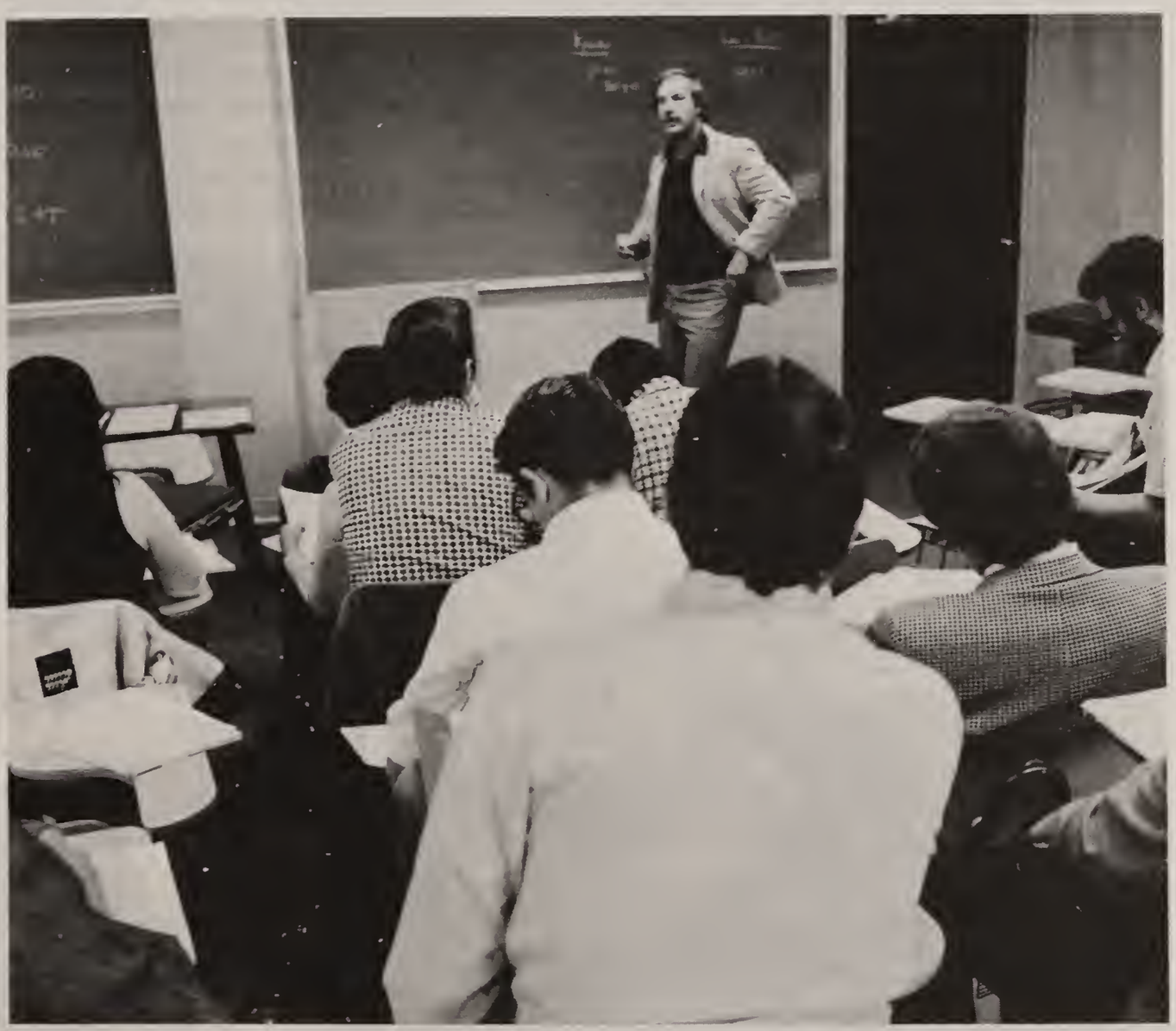
FACILITIES FOR ENGINEERING

The School of Engineering's laboratories are contained in three buildings in the Sullivan Engineering Center built in 1960. A lecture, seminar, and office building completes the complex.

Civil Engineering Laboratories

The Mechanics of Materials Laboratory contains testing machines which have a maximum capacity of 200,000 pounds. Hardness, fatigue, impact, torsion testing and photoelastic equipment are used for instruction and research. A wide selection of electric strain-gaging apparatus is available for static, dynamic, and repeated loads. These include regular and recording oscilloscopes, low-frequency strain recorders, and static strain indicators.

The Soil Mechanics Laboratory is equipped with the most recently developed apparatus for the physical testing of soils. The laboratory contains consolidation devices and triaxial compression testing units equipped for controlled stress, controlled strain, or cyclic loading, and equipment for sampling preparation, permeability tests, laboratory compaction of soils, and determination of water content, specific gravity, and consistency limits.



Electrical Engineering and Computer Science Laboratories

Laboratories and facilities are available for research and instruction in electrical machinery, electric controls and servomechanisms, computing, electrical measurements, electronics, and communications.

The Computing Laboratory includes a general purpose mini computer, several microprocessor development systems, terminals, and recording and other accessory equipment, coupled with a range of software support for these systems. These facilities are used primarily for student and faculty research, including development of new computing devices and techniques.

In addition to this computer facility within the Department, two of the University's general purpose digital computers are located nearby. Computing time is available for regularly scheduled instructional classes and for the research activities of graduate students and the Engineering faculty.

The Electronics and Communications Laboratories provide modern facilities in electronics, radio communication, and microwaves. These laboratories are equipped with signal generators, oscillators, precision bridges, oscilloscopes, spectrum analysers, Q-meters, wave analyzers, an artificial transmission line, and other precision measuring equipment.

The Control Systems Laboratory is well-equipped with modern instruments for experimental studies of individual control-system components and of complete systems. In addition to the usual electronic test equipment, there is equipment for construction and test of many types of servos, oscillographic recorders, and numerous digital components.

The Electro-mechanical Energy Conversion Laboratory is equipped with Westinghouse generalized machines, transformers, and associated equipment.

Mechanical Engineering Laboratories

The Mechanical Engineering Laboratories include bench laboratories and a high-bay facility for experimentation in free-fall systems, fluid mechanics, thermodynamics, heat and mass transfer, propulsion, combustion, power generation, and air conditioning.

A variety of internal combustion engines installed on dynamometer stands can be used for studies in diesel and spark-ignited engine performance. An axial-flow fan with adjustable blades attached to a wind tunnel permits a variety of experiments to be performed in aerodynamics and turbomachinery.

The fluid dynamics area contains equipment to illustrate the principles of fluid flow and to familiarize the student with basic elements of hydraulic machinery and their associated instrumentation. Each device may be supplied directly from a pump or from a constant level standpipe with a 25-foot head.

Included in the Mechanical Engineering Laboratories is the equipment associated with electro-mechanical energy conversion. A variety of direct- and alternating-current machines, transformers, and associated equipment is available.

A unique approach is made in utilization of a complete metal processing facility. The first course in this area is taught by an engineer in order that the students become familiar with machine-tool processes from an engineering design point of view. The student further utilizes the shop facility during his thesis activities. The facility is also utilized for construction and maintenance of experimental apparatus.

Recent additions to the laboratory facilities are a calorimeter for determining human metabolic behavior, high vacuum fuel ignition apparatus, and electronic instrumentation for detailed study of combustion exhaust pollutants.

Academic Computer Center

The Academic Computer Center of the University is located in the Sullivan Engineering Center. A Hewlett-Packard 2100 digital computer with a full range of peripherals and several programming languages is used for teaching and research by faculty members and students. Introduction to computer programming is part of the freshman program. Several undergraduate courses require the use of this facility as part of their regular laboratory. Other computer facilities are available in the Electrical Engineering and Computer Science Laboratories.

RIGHTS RESERVED

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

IBM
IBM

UNDERGRADUATE PROGRAMS

The undergraduate programs lead to Bachelor of Science degrees in Civil, Computer Science, Electrical Engineering, and Mechanical Engineering, and a more general program for the Bachelor of Science in Engineering degree.

The undergraduate degrees are earned by completion of 45 term courses (180 quarter units) with a grade point average of at least C (2.0) in all course work at Santa Clara, and in the student's engineering courses.

The core program in which students enroll who are earning the Bachelor of Science in Civil Engineering, Computer Science, Electrical Engineering, Mechanical Engineering, or Engineering includes:

FRESHMEN

Mathematics 11, 12, 13
Chemistry 1, 2 or 4
Physics 4
Engineering 3, 10
Three core electives*

SOPHOMORE

Mathematics 21, 22 or A.M. 106, and an additional mathematics course
Physics 5, 6
Engineering 41, 42, 101 or 120
Three core electives*

JUNIOR

Engineering 101 or 120, 102 or 103, 121
Five courses in the major
Three core electives*

SENIOR

Thesis
Eight courses in the major
Three core electives

*Core electives: Ten humanities or social science electives and two unrestricted electives are scheduled. Incoming first-time freshman students must take three religious studies courses while at the University of Santa Clara, two of which must be lower-division courses taken during the freshman or sophomore years and the third course must be an upper-division course taken during the junior or senior years. Students entering the University with less than 44 quarter units are required to complete three courses in religious studies, at least one of which must be completed during one of the two final years. Students entering with more than 43 units but less than 88 must complete two courses, one of these during the final two years; those entering with more than 87 quarter units must complete one course before graduation. Three additional electives must be selected from the following list:

English 1, 2, 3, 11, 12, 13, 71, 72, 73, 101, 102

Theatre Arts 1
Economics 1, 2, 12, 114

Students in electrical engineering should take EECS 101 as sophomores. Other engineering students may defer selected upper division core courses (courses numbered 100-200) to the junior or senior year, but the sooner they are undertaken the greater will be the flexibility in arranging upper division programs.

The following are the departmental requirements:

Civil Engineering: 10, 20, 115, 121, 130, 131, 135, 140, 141, 145, 193 or 198, Engineering 43, Applied Math 108, and 2 technical electives;

Computer Science and Engineering: E 10 is not required; E 102 is required in the core curriculum; EECS 15, 22, 111, 121, 131, 151, 198; Math 53 (satisfies math elective), 163; 4 Computer Science electives chosen from courses: EECS 122, 123, 124, 126, and Math 161, 162; 2 technical electives and one additional free elective.

Electrical Engineering: Both E 102 and E 103 are required; EECS 104, 111 121, 131, 151, 198; one additional free elective, one technical elective and one of the four following options: (a) General Electrical Engineering Physics 7, EECS 161, and 3 upper-division EECS courses; (b) Electronics: Physics 7, EECS 108, 112, 152, and 153; (c) Digital Systems: Math 53 (satisfies math elective), EECS 22, 124, 133, 141, and one additional technical elective; (d) Networks and Systems: Applied Math 118 (satisfies math elective), EECS 112 and 114, Math 52, 53, and one additional technical elective.

General Engineering (da Vinci): E 43, both E 102 and E 103; EECS 15, 22 121; ME 135 and 7 additional courses.

Mechanical Engineering: 11, 15, 110, 111, 125, 135, 160, 198, Engineering 43, 132 or ME 150 and 151, Applied Math 118 or an approved Mathematics elective, 3 technical and one free elective.

Senior Thesis. All students seeking a degree in Engineering are required to submit a thesis during their senior year.

The senior thesis provides a student with the opportunity to carry out an original investigation in an orderly fashion, the momentum of progress being supplied primarily by the student's enthusiasm, interest, and effort. The project is scheduled throughout the senior year and must be submitted before the student is admitted to his final examinations.

It is felt that a good undergraduate thesis:

1. Should involve an element of originality. It should be an investigation on the frontier of the student's knowledge.
2. Should require an element of design, an element of equipment assembly, program or system specification, utilization of instrumentation appropriate, and a test program.
3. Should include successful evaluation of results utilizing sound test techniques and application of fundamentals of engineering. and a comprehensive written report of the entire project.

The Department Chairperson appoints a thesis advisor. The advisor will approve the thesis subject and method of approach, the outline of the thesis, initial drafts and final copy of the thesis as the project develops.

THE DA VINCI PROGRAM

This Bachelor's Degree program is designed to give each student a thorough grounding in the fundamentals of engineering, physical science, mathematics, the applied sciences, humanities and the social sciences, which are relevant to all branches of engineering and thus provide a permanently useful core of knowledge. This program provides a base for more advanced and specialized instruction at the graduate level. The program name, from the 15th century, was selected because Leonardo da Vinci personifies many of the goals of this new general education plan.

Da Vinci was known for his extraordinary power of illustration, not only in the fine arts but also for technical structures, for his familiarity with the properties of different substances and the varied possibilities of their use in the workshop, plus his research efforts using simple mathematical laws of nature. All of these skills made him an engineer in the most contemporary sense.

Three kinds of students particularly will find this new program attractive:

Those who wish to be engineers, but don't wish to specialize as undergraduates.

Those who don't know what they want to do but who want to keep their options open and be prepared and qualified for career opportunities in this fast-paced technological world.

Those who have non-engineer career objectives, but want a good, general, scientific, humanistic, technologically-sensitive education for the Eighties.

In this 45 term-course program, 32 of the courses comprise the engineering core program. The remainder of the student's program is selected from throughout the University. The program can satisfy a number of student goals:

It provides elective opportunity for students to go on to graduate study in medicine, law, business, or, of course, engineering.

Provides its recipients with a well-rounded, technology-oriented, general education in preparation to enter a technologically dependent society.

A more detailed description of the program may be obtained by writing to the Dean of Engineering. Sample curricula are described, including career objectives in business, environmental studies, medical instrumentation, engineering management, public administration and similar engineering-related careers.

SCHOOL OF ENGINEERING
TECHNOLOGY AND MODERN LIFE

Courses 1-30 Open To All Students In The University

It has been proposed that man is losing control of his destiny because of rapid advances in technology. Local transportation systems are inadequate, costly, inconvenient or contribute to pollution. Power generation and distribution disturbs the landscape and creates air and water pollution. The computer is identified with the growing complexity of conducting our daily lives.

Technology has also strongly influenced communications, so that we are able to see and to be seen, instantly, around the world and in space. It has changed campaigning, and the reporting of prices in world markets. Our recreational patterns are changed by equipment, ground and air travel. Technology has an impact on every facet of our lives.

The impact of technology will not lessen in the future, it will accelerate. However, the nature of the impact can be altered. It will be altered as a greater number of people gain knowledge of the complex system within which technological, social, economic and political choices take place, and the impact of one choice upon the other.

Courses 1-30 are organized to systematically explore the interaction of technology and the environment. In addition, these courses will be presented in such a manner that the individual can reinforce his or her current interests, or further explore those parts of the system, our world, with which he or she might become involved in the future. Guest speakers and field trips, projects and term papers will facilitate this understanding.

NOTE: UNLESS DESIGNATED TO THE CONTRARY, ALL COURSES OFFERED BY THE SCHOOL OF ENGINEERING EARN 4 QUARTER UNITS OF CREDIT.

1. ENERGY AND THE WORLD'S RESOURCES

Man needs energy to survive. But the misuse of energy may destroy him. Can this dilemma be resolved? How are gas, oil, water, coal, and the sun related to technology and the social, economic and political problems of generating electric energy?

3. INTRODUCTION TO COMPUTING

Basic computer concepts and organization, the concept of an algorithm. Discussion and examples of problem solving techniques, programming style, and program documentation methods. FORTRAN, hands-on computer experience. Open to non-engineering students. Prerequisite: High school algebra.

4. NONMETALLIC MATERIALS

Plastic and ceramic materials are studied through the use of those materials in engineering design projects.

7. THE DYNAMICS OF SAILING
The principles of physics are applied to the art of sailing. Concepts of lift and drag, relative motion and meteorology are studied and related to the techniques and tactics of sailing.

10. INTRODUCTION TO ENGINEERING DESIGN
Principles of orthographic projection and descriptive geometry applied to the representation, visualization and solution of engineering design problems.

30. MACRO ENGINEERING AND PUBLIC POLICY
The social-economic-political-technological-natural environment in which engineering systems are conceived, approved, financed, designed, constructed, and operated. For freshmen or sophomores.

31. ENGINEERING SYSTEMS DESIGN
Systems analysis and design applied to organizational and technological processes. Integration of system objectives, personnel, facilities and equipment.

41. MECHANICS I
Resolution and Composition of force systems and equilibrium of force systems acting on structures and mechanisms. Introduction to stress and strain analysis. Prerequisite: Physics 4.

42. MECHANICS II
Dynamics of a particle and dynamics of rigid bodies. Introduction to theory of vibrations. Prerequisite: Mechanics I.

43. MECHANICS III
Analysis of stresses and strains in bodies undergoing various loading conditions. Energy theorems and their applications. Laboratory. Prerequisite: Mechanics I.

101. PRINCIPLES OF ELECTRIC CIRCUITS
The physical basis and mathematical models of circuit components and energy sources are introduced. Circuit theorems and methods of analysis are applied to D.C. and A.C. circuits. Laboratory. Prerequisites: Math 21, Engineering 41.

102. PRINCIPLES OF ELECTRONIC CIRCUITS
Introduction to electronic devices. Analysis of linear and non-linear electronic circuits—containing diodes and transistors. Operational amplifiers. Introduction to digital circuits. Laboratory. Prerequisite: Engineering 101.

103. PRINCIPLES OF ELECTRICAL MACHINES
Magnetic circuits, transformers, DC and AC generators and motors. Prerequisite: Engineering 101.

120. THERMOFLUID MECHANICS I
An integrated study of the fluid mechanics and thermodynamics of engineering systems. Laboratory. Prerequisite: Engineering 42.

121. THERMOFLUID MECHANICS II
A continuation of Engineering 120. Laboratory. Prerequisite: Engineering 120.

132. ENGINEERING ECONOMICS AND MANAGEMENT
Economic systems. Time value of money. Basic techniques of economic analysis of engineering projects. Planning and capital budgeting. Business organizations. The engineering manager.

190. INDEPENDENT RESEARCH
For those who are enrolled in the da Vinci program.

191. OFF-CAMPUS INTERNSHIP
Open to juniors during their spring term. The student spends the entire term off campus as an intern in a governmental agency, industry or organization of the student's choice. Written and oral presentations required.

197. DIRECTED READING
For students who wish to do intensive reading in areas not emphasized in course work.

199. INDEPENDENT STUDY (2)
Students select topic of interest, and make weekly written and oral presentations of their findings.

SCHOOL OF ENGINEERING
APPLIED MATHEMATICS PROGRAM

Gerald Markle, Ph.D., *Coordinator*

Lecturers: Stan Basin, Charles H. Chicks, Raul Conti, Wade H. Foy, William T. Hatley, Charles M. Hogan, Paul O. Scheibe, Jerome G. Sowul

The Applied Mathematics faculty is composed of members of several University departments, including Mathematics, Engineering, Chemistry, and Physics. With the exception of the three courses below, most of the Applied Mathematics Program is

designed for graduate study. A complete listing of the offerings may be found in the *Bulletin of Graduate Courses and Degrees of the School of Engineering.*

106. DIFFERENTIAL EQUATIONS
First-order linear differential equations, systems of linear differential equations, homogeneous systems of linear differential equations with constant coefficients, the Laplace transform, the solution of differential equations by Laplace transform. Prerequisite: Mathematics 21.

108. PROBABILITY AND STATISTICS
Definitions of probability, sets, sample spaces, conditional and total probability, random variables, distributions, functions of random variables, sampling, estimation of parameters, testing hypotheses.

112. INTRODUCTION TO PROBABILITY THEORY
Definitions, sets, conditional and total probability, the binomial distribution approximations, random variables, important probability distributions, functions of random variables, moments, characteristic functions, joint probability distributions, marginal distributions, sums of random variables-convolutions, correlation, sequences of random variables, limit theorems.

118. NUMERICAL METHODS
Fortran programming concepts. Numerical solution of algebraic and transcendental equations, finite differences, numerical differentiation and integration, and solution of ordinary differential equations. Solution of representative problems on the digital computer.

SCHOOL OF ENGINEERING
CIVIL ENGINEERING AND ENGINEERING MECHANICS

Morgan Johnson, Ph.D., *Chairman*

Professor: Morgan Johnson
Associate Professors: E. John Finnemore, Harold M. Tapay
Assistant Professor: Joseph J. Fedock
Lecturers: Norman A. Cyr, Wilmot J. Nicholson, Bernard Ross, Jeremy Wire

Civil Engineering encompasses the fields of Water Resources Engineering, Structural Engineering, Public Works Engineering, Transportation Engineering, and Construction Engineering.

Water Resources Engineering deals with the utilization and conservation of water resources such as surface and ground waters, water supply and distribution, sewage collection and disposal treatment methods, and flood control and irrigation projects.

Transportation Engineering relates to the planning, design, and operation of highways, airports, railways, waterways, and specialized facilities such as tunnels, canals, and harbors.

Structural Engineering involves planning and design of such structures as bridges, industrial and commercial buildings, and various special-purpose structures.

Public Works Engineering is a field of application of principles of engineering design and management to streets, sewers, water supply, structures, solid wastes, transportation, and other public engineering functions.

Civil engineering students by careful choice and scheduling of electives, in consultation with an advisor, are able to develop an option program in Construction, Public Works, or Structures, in addition to the courses required of all civil engineering graduates.

Additionally, civil engineering seniors are offered the option of spending the entire winter quarter in an engineering, contracting, or public works office as an extern, learning the functions of that example of the civil engineering function. Those seniors who elect to participate in the extern program during the winter quarter, will receive credit for thesis, one technical elective, and one free elective.

10. SURVEYING

Survey instruments—their use, and care. Principles of topographic mapping, linear measurements, leveling, traverses, curves, boundary and public surveys. Field practice.

20. GEOLOGY

Development and formation of geologic materials. Significance of structure, land form, erosion, deposition. Stream and shoreline processes. Surface and subsurface water. Laboratory. Prerequisite: Sophomore standing.

100. CIVIL ENGINEERING DESIGN PROCEDURES

Applications of engineering drafting techniques and procedures to graphs, illustrations, and engineering plans.

115. MATERIALS ENGINEERING

Origin, manufacture, and processing of materials used in civil engineering. Physical properties of metals, wood, plastics, cement, concrete and other engineering materials. Corrosion and its prevention. Fire resistance, heat transmission.

118. CONSTRUCTION ENGINEERING I

Construction management. Licensing. Drawings and specifications. Cost Analysis, estimating and bidding. Contracts. Bonds. Financing. Insurance. Labor Legislation. Project planning and scheduling.

121. SOILS ENGINEERING

Origin, development and properties of soils. Classification of soils and applications of physics and engineering mechanics to soil as an engineering material. Water in soils. Compaction, stabilization, consolidation and bearing capacity. Laboratory. Prerequisites: 20 and E43.

125. MUNICIPAL ENGINEERING

An introductory design course in various aspects of Civil Engineering as applied in Municipal (public works) practice. Maps and plats; site layout and earthwork; drainage; streets and utilities. Design laboratory. Prerequisite, CE 10, E 120. Pre- or co-requisite, CE 121.

130. STATICALLY DETERMINATE STRUCTURES

Member actions and displacements are found for statically determinate structures. Continuous beams, trusses, frames, and arches are considered. Deflections are computed using direct integration for continuous beams and using energy methods for all structures. Steel design laboratory. Prerequisite: E 43.

131. STATICALLY INDETERMINATE STRUCTURES

Statically indeterminate structures are analyzed by both the flexibility and stiffness methods. Continuous beams, trusses, frames, and arches are considered. In addition, frames are analyzed using moment distribution. Steel design laboratory. Prerequisite: CE 130.

133. TIMBER AND PRESTRESSED CONCRETE DESIGN

Design of all timber structures, and design of prestressed concrete structures. Particular attention will be given to the design of connection details. The complete design of simple structures made of both materials will be required. Three lectures and one laboratory weekly. Prerequisite: CE 130 and 135.

135. REINFORCED CONCRETE DESIGN

Analysis and design of reinforced concrete structures. Introduction to theory of pre-stressed concrete. Prerequisite: 130

136. ADVANCED CONCRETE DESIGN

Theory and practice of the design of bridges and other concrete structures. Design of prestressed concrete members. Prerequisite: 135.

137. FUNDAMENTALS OF EARTHQUAKE ENGINEERING

Causes and characteristics of earthquake motions. Mathematical idealizations of dynamic structural behavior. Introduction to the dynamics of single- and multi-degree-of-freedom lumped mass systems. Dynamic analyses using time-history and response spectrum procedures. Special earthquake resistent design procedures. Prerequisites: CE 131 and 135.

138. FOUNDATIONS ENGINEERING

Surveying, mapping, and foundation exploration; slope stability and settlement analysis; spread foundations; piles and caissons; earth-retaining structures; loads on underground conduits; subsurface construction. Prerequisites: 121 and 135.

139. HYDROLOGY AND DRAINAGE

Precipitation, evaporation, transpiration, runoff and infiltration. Drainage areas, concentration points, and storage. Sub-surface movement and recharge. Street, highway, and airport drainage. Pre- or co-requisites: 121 and E120.

140. WATER RESOURCES ENGINEERING

Concepts of various aspects of water resources: storm and flood waters, ground waters, water supply and distribution, sewage collection and disposal, and irrigation. Interrelationship of all aspects. Importance of water resources to the total needs of the community. Prerequisite: E120.

141. HYDRAULIC ENGINEERING

Introduction to fluid dynamics. Study of flows in closed conduits and networks of closed conduits. Study of open channel flows and transitions in open channels. Design of closed conduit networks and open channels. Prerequisite: E 120.

142. WATER RESOURCES DESIGN

Design of storage facilities, water distribution systems, storm and sanitary sewer systems, treatment plants, and swimming pools. Prerequisites: CE 140 and 141.

143. ENVIRONMENTAL ENGINEERING

Public control of water-born and air-born diseases; vector and weed control; pesticides; food protection. Management of solid wastes; air pollution control; water quality control. Recreational facilities and the residential environment. Planning, organizing, and managing environmental programs. Prerequisites: Biology 9 or Chemistry 2 or equivalent; junior or senior status.

144. ENVIRONMENTAL PLANNING

Physical and esthetic features of the environment and their influence on planning. Soil, geologic, and flooding hazards. Preservation of open space and amenities. Air quality; water quality, congestion. Applications to project planning. Prerequisite: Junior or senior status.

145. TRANSPORTATION ENGINEERING

Transportation as a system to meet the needs of society in movement of people and goods. Interaction between transportation facilities and the community. Engineering aspects of rail, highway, air, and water carriers and routes. Modern concepts and technology. Prerequisites: 10, 121, AM 108.

146. URBAN AND REGIONAL PLANNING

Principles of city and regional planning. Organization and functioning of planning agencies. Urban and regional problems and their influence on planning. Features of general plans. Prerequisite: Junior or senior status.

147. PAVEMENT DESIGN
Paving materials. Geometric and structural design of highways. Urban street layout and details. Layout and design of airport runways, taxiways, and aprons. Pre- or co-requisite 121.

148. CONSTRUCTION ENGINEERING II
Construction methods and equipment: Earth moving and concrete construction. Planning and scheduling. Construction site organization. Prerequisites: CE 130.

190. INDEPENDENT RESEARCH
Open to Departmental Scholars only.

191. EXTERNSHIP (12 units)
An option for graduating seniors to spend the entire winter quarter off campus with an engineering agency.

193. PROJECT DESIGN
Each senior carries a project of his choosing from inception to plans.

198. THESIS AND SEMINAR
Senior students conduct an independent engineering investigation and report it in formal style.

199. INDEPENDENT STUDY
Open to Departmental Scholars only.

SCHOOL OF ENGINEERING ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

Shu-Park Chan, Ph.D., *Chairman*

Professors: Shu-Park Chan, Timothy J. Healy, Henry P. Nettesheim, Dragoslav D. Siljak, Raymond B. Yarbrough
Associate Professors: Jack A. Peterson
Assistant Professors: Ronald L. Danielson, Ruth E. Davis, Daniel W. Lewis, Bangjuh Tseng
Lecturers: John J. Anton, Russel J. Apfel, Jack C. Armstrong, Harold T. Barraclough, Yaakov Bar-Shalom, Ian Bennett, John D. Bruce, Artice M. Davis, Charles H. Dawson, Conrad Dell'Oca, William F. Egan, Michael P. Ekstrom, Paulo Franca, Leslie A. Froisland, Carl A. Fussell, Peter E. Gise, Ram Gupta, Allen W. Hathaway, Philip Ho, Jack Kurzweil, Glen G. Langdon, Manuel Langtry, Tuck Hop Lee, Barry Leiner, Adam Lender, Stephen Ludvik, Dale R. Lumb, David Magill, Ronald Mak, Noel Marshall, Enjeti S. Murthi, George Perlegos, Gust Perlegos, Ivan Pesic, James Roberts, Juan Ro-

driguez, Howard T. Russell, Donald Senzig, Stylianos G. Sevastopoulos, Lawrence Slotnick, Donald R. Slutz, Edward H. Snow, Thomas Steding, Kenneth Stevens, David Sorenson, George J. Thaler, Richard Twogood, Bor-long Twu, David Watson, Charles Weaver

Electrical Engineering includes the design, construction, and operation of equipment for generation, transmission, and utilization of electrical energy. Electrical engineers are concerned with all phases of the electrical transmission of information such as in radio, television, and telephone. Data processing equipment and computers used by business, industry, and government are included in their major area of interest. Much of the equipment used in maintaining our national security is powered and controlled by electric and electronic mechanisms.

The Computer Science ~~and Engineering~~ degree features a balanced core program in which each student studies the engineering aspects of hardware and software as well as the underlying theory of computation. The ~~four~~ Computer Science electives permit the students to build on this core with varying emphasis in the three areas of hardware, software, and theory of computation, depending on their interests.

The computer science program is supported by the facilities of the University Computing Center and the Digital Systems Laboratory. The principal computers for academic functions include the Computer Center's Hewlett-Packard HP 2100 and the department's Digital Equipment Corporation PDP-11. An HP-3000, used primarily for administrative data processing, is also available. The Digital Systems Laboratory provides complete facilities for experiments and projects ranging in complexity from a few digital integrated circuits and other electronic components to complete computer systems. A unique feature of the Laboratory is the availability of take-home "breadboard" facilities which permit students to design, construct, and test any sort of digital module or system using the most modern integrated circuits available at home, in the dorm, or even at a ski lodge. A microprocessor laboratory is currently under development as well, and will include ~~four~~ different microprocessors and associated peripherals.

15. INTRODUCTION TO COMPUTER SCIENCE

Discussion of data structures (arrays, trees, lists, etc.) and algorithms (searching, sorting), and the implementation of both using high-level programming languages. Procedures, scope of variables; use of iteration and recursion; techniques for structured programming. The principal languages used are ALGOL and SNOBOL. Prerequisite: E 3 or equivalent.

22. MACHINE ORGANIZATION AND PROGRAMMING

Assembly language programming. Introduction to computer architecture: number systems and representation, memory organization, computer organization; computer arithmetic; input/output. Impact of computer hardware on software. Introduction to assembler techniques. Prerequisite: EECS 15.

104. ELECTROMAGNETIC FIELDS

Study of static and dynamic electric and magnetic fields. Dielectric and magnetic material properties. Maxwell's equations. Plane electromagnetic waves. Prerequisite: E 101.

105. ELECTROMAGNETIC WAVES
The continuation of 104. The propagation of waves as governed by Maxwell's equations are studied. Wave penetration, fundamental wave guides, and antennas are included. Prerequisite: EECS 104.

108. MICROWAVE THEORY AND TECHNIQUES
A combined lecture and laboratory course covering generation, propagation, and detection of microwave energy. Experiments on klystrons, impedance measurements, antenna radiation patterns, and the characteristics of passive microwave devices. Laboratory. Prerequisite: EECS 104.

111. MATRIX ANALYSIS OF NETWORKS AND SYSTEMS
Review of matrix algebra, elementary network topology, matrix formulation of system equations, network theorems, Laplace transform techniques, sinusoidal steady-state analysis, frequency response plots, two-port network theory, active two-port devices, state-space analysis methods, computer-aided analysis. Prerequisite: E 101.

112. MODERN NETWORK SYNTHESIS AND DESIGN
Design of linear and non-linear operational amplifier circuits. Approximation. Synthesis of passive 1-ports and 2-ports. RC active filter design. Introduction to Linear ICs: PLL and waveform generators. Design Project. Prerequisite: EECS 111.

114. INTRODUCTION TO TOPOLOGICAL ANALYSIS
Topological analysis of passive one-port and two-port networks, flowgraph techniques for the analysis of linear systems, active one-port and two-port analysis, and other engineering applications. Prerequisite: EECS 111.

121. DIGITAL SYSTEM DESIGN AND ANALYSIS
Basic switching concepts. The concept of logical signals. Survey of digital logic circuits including MSI circuits. Number systems. Digital representation of information. Boolean algebra. Switching network description. Introduction to digital computer organization. Prerequisites: E 102.

122. COMPUTER SYSTEM ORGANIZATION AND DESIGN
Integrating large numbers of digital modules into a complete automatic computing system. Magnetic core and LSI semiconductor memory systems. Hardware sequences; microprogramming approaches. Input/output subsystem organization and management; interrupt-driven and DMA transfers. Prerequisites: EECS 22, 121.

123. THEORY AND TRANSLATION OF COMPUTER LANGUAGES
The theory and detailed characteristics of high-level languages to facilitate man-computer communications. Assembler algorithms; associated procedures for symbol table management and look-up, memory allocation, syn-

tactic and semantic analysis, and code generation. Theory of formal languages. Prerequisite: EECS 22.

124. INTRODUCTION TO MICROPROCESSORS
Overview of microprocessor organization. Hardware/software tradeoffs. I/O subsystem implementation; interrupt techniques; interfacing keyboards, displays and memories. Microprocessor software development. Survey of currently available microprocessors. Prerequisites: EECS 22 and 122.

126. OPERATING SYSTEMS
Introduction to operating systems organization. Management of memory, processors, and other system resources; deadlock problems and avoidance. Process interaction and communication. Sharing and protection of process and data. File structures. Implementation considerations.

131. CONTROL SYSTEMS I
Detailed considerations of the mathematical theory of linear feedback control systems. Topics include: transfer functions, relation between time and frequency domain characteristics; analysis and design, using root locus concepts and frequency response plots; performance criteria and sensitivity; stability. Laboratory. Prerequisite: Applied Mathematics 106, E 101.

132. CONTROL SYSTEMS II
Continuation of 131. Controllability and observability. Stabilization by state variable feedback. Optimal linear regulator. Prerequisite: EECS 131.

133. DIGITAL FILTERING
Description of discrete signals. Difference Equations. Convolution Summation. Z-Transform. System Transfer Function and Response. Digital Filters. Design by pole-zero alocation. Prerequisite: AM 106.

141. COMMUNICATIONS SYSTEMS
Signal description. Fourier transforms, filtering, noise description, linear modulation and demodulation, exponential modulation and demodulation, pulse modulation. Prerequisite: EECS 151.

151. ELECTRONICS I
Electron ballistics, emission theory, semiconductor theory. Extension of the study of electronic amplifiers to include wideband and radio frequency amplifiers, and the principles and applications of feedback. Laboratory. Prerequisites: E 102, EECS 111.

152. ELECTRONICS II
Continuation of 151 to develop features of high-frequency power amplifiers, oscillators, modulation systems. Communications systems. Introduction to non-linear electronic circuits. Laboratory. Prerequisite: EECS 151.

153. ELECTRONICS III
Survey of integrated circuit processes; integrated components. Monolithic linear and digital integrated circuit analysis and design. Prerequisite: EECS 152.

161. ELECTROMECHANICAL ENERGY CONVERSION
Introduction to energy conversion equations and applications to transducers, rotating amplifiers. Machine dynamics, transfer function realization, and modeling of physical electromechanical systems. Laboratory. Prerequisite: E103.

162. ELECTRIC POWER SYSTEMS
A study of systems which transmit electric energy from the point of generation to the point of use. Three phase systems. Faults. Reliability. Load flows.

190. UNDERGRADUATE RESEARCH
Open to Departmental Scholars only.

198. SENIOR THESIS AND CONFERENCE
Investigation of an approved electrical engineering problem and preparation of suitable thesis covering the investigation. Meetings with faculty advisor as required. The student presents results of his/her theses work at a Senior Thesis Conference normally held at the outset of the Spring term.

199. INDEPENDENT STUDY
Open to Departmental Scholars only.

SCHOOL OF ENGINEERING
Mechanical Engineering

Richard K. Pefley, M.E., *Chairman*

Professors: Richard K. Pefley, Michel A. Saad
Associate Professors: Eugene J. Fisher, R. Ian Murray
Instructor: Lee Hornberger
Senior Research Associates: Dah Yu Cheng, Marcel Vinokur
Lecturers: Peter G. Aiine, Gene J. Antonides, Robert P. Caren, Norman G. Kulgein, Gary L. Latshaw
Sampath Raganath, Darivsh Rafinejad, Peter A. Szego, Frank E. Talke, John R. Viegas, Roger Wedel,
Stein Weissenberger

Mechanical Engineering provides the necessary background to design mechanical systems that are effective, efficient, economical and safe. In the Mechanical Engineering Department emphasis is placed on two phases of mechanical engineering: (1) design of machines, and systems for their control; (2) design and analysis of ther-

mofluid systems for the effective utilization of energy. Educational efforts are channeled to impart to prospective engineers not only a fundamental competence but also a versatile perceptive capability in analysis of engineering systems.

11. DESIGN AND MACHINE TOOL PROCESSES
Influence of material selection and manufacturing processes on engineering design.

15. MATERIAL SCIENCE
Physical basis of the electrical, mechanical, and thermal behavior of solids. Relations between structural and physical properties. Theory of dislocations, vacancies, and other defects and their effect on physical properties. Illustrations of the relationship between material selection, manufacturing processes and design. Laboratory. Prerequisite: Physics 6.

110. MACHINE DESIGN I
Analytical and graphical analysis of linkages utilizing statics, dynamics, and strength of materials. Machine elements studied will include electromechanical and pneumatic-hydraulic components. Prerequisites: ME 11, Engineering 43.

111. MACHINE DESIGN II
Continuation of Machine Design I. System analysis and synthesis will be studied, including control systems. Solutions to design problems will be critically evaluated by employing case studies. Prerequisite: ME 110.

112. ADVANCED MACHINE DESIGN
Continuation of Machine Design II—Emphasis is placed on design projects. Integration of various components into a complete machine is studied. Prerequisite: ME 111.

115. DESIGN OF THERMAL SYSTEMS
Characteristics of thermal system components, mathematical modeling and system simulation. Senior standing required.

125. THERMODYNAMICS
Thermodynamic potentials and availability concepts. Nonreactive mixtures. Reactive mixtures with emphasis on the thermodynamics of combustion and chemical equilibrium. Prerequisite: Engineering 121.

135. HEAT TRANSFER
Introduction to the concepts of conduction, convection, and radiation heat transfer, and application of these concepts to engineering problems. Prerequisite: Engineering 121.

136. TRANSPORTATION SYSTEMS
Evaluation of various modes of transportation systems, including methods of propulsion. Economic and feasibility studies.

138. NUCLEAR REACTORS
Introduction to principles underlying nuclear power reactor design. Senior standing required.

140. ADVANCED DYNAMICS
Derivation and solution of equations of motion of linear dynamic systems. Stability, introduction to feedback control systems, vibration and noise. Prerequisite: Engineering 42.

142. FLUID MECHANICS
Introduction to gas dynamics. Concepts of lift and drag. Mechanics of laminar and turbulent flow. Introduction to boundary-layer theory. Prerequisite: Engineering 121.

150. OPTIMIZATION OF ENGINEERING SYSTEMS I (2)
Methods of evaluating and optimizing complex engineering projects, optimization techniques, decision making under uncertainty, use of the computer in modeling and simulation.

151. OPTIMIZATION OF ENGINEERING SYSTEMS II (2)

160. MECHANICAL ENGINEERING LABORATORY
Introduction to design of experiments, instrumentation, data acquisition, error analysis, and report writing.

198. THESIS AND CONFERENCE
Investigation of an engineering problem and writing of an acceptable thesis. Conferences as required. Prerequisite: Senior standing in Mechanical Engineering.

199. INDIVIDUAL STUDY
By special arrangement with the Chairman of the Department. Credit by arrangement.

ETHNIC STUDIES

Cyril E. Edwards, M.A., *Director*

Lecturers: Barbara Borrego, Carolyn Fountenberry

Ethnic Studies provides an educational process through which operational methods are developed for solving contemporary social and human problems. The methodology of the program ranges from objective analysis through the process of intra-encounter. There is a blending of theory with practice through field-work experiences. Since Ethnic Studies utilizes the experiences of groups who do not enjoy the prerogatives accorded to the dominant population in this country, it serves to provide all students with a more accurate and relevant picture of themselves and their progenitors than could otherwise be obtained.

Emphasis will be on the nature of ethnocentric value systems, the role of the individual in maintaining them and their implications for the future. This focus will be sharpened by a study of the ways in which the individual can initiate communication, interaction, understanding and coexistence on a positive humanistic level with ethnic groups other than one's own.

2. RACISM IN AMERICA I
An examination of functional racism in contemporary America. The disparity between the ideology and the reality of America, and its impact on the socialization process; institutional and personal racism; the basis of relations between whites and nonwhites; mechanisms for the neutralization of racism. Students will become more conscious of race as a policy issue which must be confronted.

11. THE CHICANO EXPERIENCE I
An analysis of the Chicano's social, political, educational, religious, and economic experiences within the framework of America.

13. SOURCES OF CHICANO THOUGHT I
An investigation of the relationship of contemporary Chicano leaders concepts with Nauhatl and other earlier Mexican philosophies.

16. POLITICAL AND ECONOMIC DEVELOPMENT IN MODERN AFRICA I
An in-depth examination of selected problems in African political and economic development.

17. CHICANO POLITICAL HISTORY I
An examination of the political, social, economic and cultural patterns extending north from Mexico.

20. COMMUNITY-WORK PROJECT I
An opportunity for students to select personal areas of interest for practical, in-depth experience. NCX*

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*Exempted from credit.

24. COMPARATIVE BLACK THOUGHT I
An analysis of the range of social circumstances Blacks have confronted and an examination of the theories and strategies they have utilized to combat those situations.

25. PAN-AFRICANISM I
A study of the intellectual development of the Pan-African movement and its impact on political and ideological patterns of both contemporary Africans and Blacks in the Disporea.

26. AFRICA: 1400 to INDEPENDENCE I

29. BLACK PERSPECTIVES I
An in-depth analysis of one particular Black social institution, ideological disposition, or historical era. An entire quarter will be devoted to such topics as "The Black Church," "The Black Family", "The Civil Rights Movement of the 1960s," etc. Course can be taken as a three-term course.

35. ANTI-BLACK THOUGHT IN AMERICA I
An examination of a variety of ideas and racial theories used to rationalize the segregation of blacks from the mainstream of American society.

36, 36A, 36B. CREATIVE THEATRE I
Through the use of Black and/or Chicano materials, plays, and playwrights, students will be involved in some aspect of the production, history, and emphatic portrayal of such ethnic material. Course can be taken as a three-term course. NCX*

45. CONTEMPORARY EVENTS I
An analysis of selected contemporary issues through the method of an active-participant.

46. MEXICO AND THE USA I
A study of the comparative development of Mexico and the USA with emphasis on California.

49. MEXICAN AMERICAN LITERATURE I
A survey of Latino writers with an emphasis on contemporary themes.

50. ART FORMS IN THE AFRICAN OR BLACK COMMUNITY I
An analysis of selected artistic genres, the role of the artist, and other contemporary themes.

51. SEMINAR IN ETHNIC STUDIES I
An examination of selected principles of American society with particular reference to their relevance for America's minorities.

52. GOVERNMENT AND POLITICS IN LATIN AMERICA I
The nature and development of U.S. involvement in the political systems of Latin America.

53. THE CHICANO IN EDUCATION I
An examination of different aspects of the Chicano experience in America's educational institutions.

54. THE CHICANO IN CONTEMPORARY SOCIETY I
An analysis and interpretation of current Chicano activity, its intellectual sources, its development and its effect on the Mexican-American community.

55. PEOPLES OF THE SOUTHWEST I
An examination of the different peoples who settled the Southwest and their impact on each other.

56. MESOAMERICAN HISTORY I
A study of the development of pre-Colombian mesoamerica; the social, economic, political, and cultural institutions will be examined.

57. BLACK HISTORY I
A course designed to examine the social, political, and economic circumstances American Blacks have faced. Particular emphasis will be given to the analysis of the peculiar institution of American slavery, the post-Civil War reconstruction era, and the first three decades of the current century.

58. THEMES IN CHICANO HISTORY I
A course designed to provide a historical perspective concerning the Chicano experience in the United States since 1848. Some of the themes will be Anglo-American immigration into the conquered southwest, agribusiness and farm labor, the rise of the Chicano movement, etc.

59. THE MEXICAN REVOLUTION I
An analysis of the revolutionary upheaval in Mexico from 1876-1960. The leaders, causes, aspirations, and results will be examined.

60. THE BLACK WORKER I
The historical significance of the Black worker as slave, as a member of a reserve labor pool, and the role of Blacks in private and governmental industries. Selected occupations will be examined indepth, including the Black athlete, domestic workers, intellectuals, etc.

61. EMERGING TRENDS IN THE THIRD WORLD I
An examination of major ideological, economic, and institutional patterns in developing nation-states. Similarities as well as contrasts will be made, with the focus on African, Asian, South American, and Caribbean nation-states.

102. RACISM IN AMERICA II

111. THE CHICANO EXPERIENCE II

113. SOURCES OF CHICANO THOUGHT II

116. POLITICAL AND ECONOMIC DEVELOPMENT IN MODERN AFRICA II

117. CHICANO POLITICAL HISTORY II

120. COMMUNITY-WORK PROJECT II

124. COMPARATIVE BLACK THOUGHT II

125. PAN-AFRICANISM II

126. AFRICA: 1400 to INDEPENDENCE II

129. BLACK PERPECTIVES II

135. ANTI-BLACK THOUGHT IN AMERICA II

136, 136A, 136B. CREATIVE THEATRE II

145. CONTEMPORARY EVENTS II

146. MEXICO AND THE USA II

149. MEXICAN AMERICAN LITERATURE II

150. ART FORMS IN THE AFRICAN OR BLACK COMMUNITY II

151. SEMINAR IN ETHNIC STUDIES II

152. GOVERNMENT AND POLITICS IN LATIN AMERICA II

153. THE CHICANO IN EDUCATION II

154. THE CHICANO IN CONTEMPORARY SOCIETY II

155. PEOPLES OF THE SOUTHWEST II

156. MESOAMERICAN HISTORY II

157. BLACK HISTORY II

158. THEMES IN CHICANO HISTORY II

159. THE MEXICAN REVOLUTION II

160. THE BLACK WORKER II

161. EMERGING TRENDS IN THE THIRD WORLD II

198. DIRECTED READING AND RESEARCH
An opportunity for students to do intensive reading and research in an area mutually agreed on between the student and instructor. NCX*

MILITARY SCIENCE

Professor of Military Science:
LTC David R. Moore, M.A.,

Assistant Professors: Major Eric I. Mackintosh, Captain Douglas B. Brown
Senior Enlisted Instructor: Sergeant Major George M. Wilkins

The University maintains a Senior Division unit of the Army Reserve Officers' Training Corps (ROTC). The program is specifically designed to give college men and women "on-campus" instruction and experience in the art of organizing, motivating, and leading others. It includes instruction to develop self-discipline, physical stamina and bearing—qualities that are an important part of leadership and that contribute to success in any career.

All courses offered by the Military Science Department are fully accredited and applicable toward fulfilling academic requirements for graduation. Through this voluntary program, the University offers each eligible man and woman the opportunity to obtain an officer's commission while earning his or her college degree. By combining regular academic pursuits with the Military Science curriculum, the ROTC graduate is well equipped to assume roles of leadership and command responsibility as an officer in the U.S. Army. Uniforms and textbooks are furnished by the Government without cost to the student.

COMMISSIONING REQUIREMENTS

In order to qualify for a commission through the ROTC program, a cadet must successfully complete: (1) the requirements of the Basic Course; (2) the Advanced Course academic curriculum; (3) the ROTC Advanced Camp. These requirements are established by the Department of the Army and cannot be waived or fulfilled by constructive credit from any source with the exception of the Basic Course require-

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*Exempted from challenge.

ment. Additionally, prior to or concurrent with commissioning, a student must possess a bachelor's degree. (An exception to this requirement is the "early commissioning" option which permits students who have completed the advanced course to be commissioned if they join a reserve unit. These students must obtain a bachelor's degree not later than three years after commissioning.)

MULTIPLE ENTRY POINT SYSTEM

The purpose of the multiple entry point system is to provide a wide variety of options for satisfying the Basic Course requirements, thereby qualifying a student for entrance into the Advanced Course and progressing through the remainder of the program for a commission. The system is designed to enable students to enter the Advanced Course through any of the following options: (1) completing the Basic Course academic curriculum; (2) obtaining 90 Leadership Points through Leadership Activities; (3) a combination of partial Basic Course curriculum and 90 Leadership Points; (4) compression of the Basic Course; (5) attending the ROTC Basic Camp; (6) attending the ROTC summer on-campus program; (7) completing a special, concentrated spring quarter course; (8) receiving Advanced Placement for veteran status, Junior ROTC, National Guard, or Reserve duty and appropriate Basic Course classes and Leadership Activities. Although students may satisfy basic course requirements by any of the above listed means, academic credit is awarded only for on-campus courses. A more detailed discussion of Leadership Activities and the ROTC Basic Camp is contained below.

LEADERSHIP ACTIVITIES

Leadership Activities are subdivided into three major categories: (1) Military Skills; (2) Free Electives; and (3) Student Service. All three categories contribute towards leadership development through participation in them outside the classroom environment. No academic credit is given for these activities.

Leadership Points are awarded based on successful completion of an activity. A total of 90 Leadership Points must be obtained prior to entrance into the Advanced Course. This requirement is waived for those obtaining Advanced Placement into the Advanced Course or completing the ROTC Basic Camp. Those students selecting any other option must meet this prerequisite before enrollment in the Advanced Course. At least 30 of the Leadership Points must be attained through completion of Military Skill Leadership Activities. Of the remaining 60 point requirement, no more than 30 may be awarded from the Student Service category.

Military Skill Leadership Activities are those that are principally related to Army functions (e.g., patrolling, weapons firing, drill, etc.).

Free Elective Leadership Activities are those that are military related but not strictly military in nature (e.g., adventure training, first aid, physical training, etc.).

Student Service Leadership Activities are those that build responsible citizenship and leadership through participation in school and community service activities.

ROTC BASIC CAMP

The Basic Course requirements may also be satisfied by attending a six-week, concentrated course of instruction during the summer at Fort Knox, Kentucky. This is normally done between the sophomore and junior years.

Participants in the Basic Camp program are provided room and board, travel expenses to and from Fort Knox, and about $500 in salary for the six weeks at camp. While at Basic Camp, students may compete for Two-Year Army ROTC Scholarships.

ACADEMIC CURRICULUM

The Military Science core curriculum consists of two lower division courses (Military Science 13 and 23) and three upper division courses (Military Science 133, 139 and 143). The Dean of the student's major college or school will determine whether the military science core courses fulfill humanities, social sciences, or free elective requirements. It is imperative that the student coordinate closely with and satisfy the academic requirements of his or her major college or school. In addition to the core curriculum, the Military Science student is required to take one elective. This is a specially structured international relations course on public policy and national defense (Political Science 90). This elective coincides with and fulfills existing humanities and social sciences elective requirements of the colleges and schools within the University.

BASIC COURSE

The basic, lower division courses, Military Science 13 and 23, normally taken during the freshman and sophomore years, provide the student an opportunity to participate in the ROTC program without incurring a military obligation. Participation enables the student to decide whether or not he or she desires to apply for the Advanced Course. Students enrolled in the Basic Course receive four units of academic credit in each of the first two years.

ADVANCED COURSE

The student who desires to enroll in the advanced upper division program, normally taught during the junior and senior years, must apply and be accepted. Only those students who have completed the basic lower division courses or who have otherwise satisfied the Basic Course requirements described above are eligible to enter the Advanced Course.

The Advanced Program consists of two upper division courses, Military Science 133 and 143, taught on-campus and one summer practicum, Military Science 139, conducted during the summer at Fort Lewis, Washington. Students accepted for the Advanced Program receive $100 per month subsistence allowance during the school year. In addition, uniforms and textbooks are provided without cost. During the summer camp the student receives room and board, travel expenses to and from the camp, and approximately $500 for his six weeks' duty at camp. Veteran students enrolled in the ROTC program receive the above in addition to their Veterans Administration benefits. Upon graduation, students are commissioned as second lieutenants.

ARMY ROTC SCHOLARSHIP PROGRAM

The Army ROTC scholarship program is designed to offer financial assistance to outstanding young men and women in the four-year Army ROTC program.

Each scholarship provides free tuition, textbooks and laboratory fees in addition to a subsistence allowance of $100 per month during the school year for the period

the scholarship is in effect. During summer camp the scholarship student receives the same allowances and expenses described above for advanced program students. The scholarships are provided under provisions of Public Law 88-647, The ROTC Vitalization Act of 1964.

Scholarships may be awarded for one, two, three or four years. Four year scholarships are open to all freshmen, (must apply during the Fall or senior year in high school), while the other scholarships are available to those students who have successfully completed one, two or three years of ROTC studies.

The scholarship recipient is expected to maintain acceptable standards of academic achievement and personal conduct. Scholarship students must rank in the upper third of their Army ROTC class and continuously demonstrate leadership potential. The records of scholarship recipients will be reviewed each quarter by the Professor of Military Science to determine the student's eligibility for continued financial assistance.

Recipients of Army ROTC scholarships have a six year military obligation. They are required to serve at least four years on active duty unless released earlier by the Secretary of the Army. Any of the six year obligation period remaining after release from active duty must be spent in a reserve status.

Detailed information on the scholarship program may be obtained from the office of the Professor of Military Science at the University.

SERVICE OBLIGATION AND ACADEMIC DELAY

Current laws and regulations require each Advanced Course graduate to accept a commission upon graduation and to fulfill a six year military commitment. For those students who did not have an ROTC scholarship, this may be satisfied by three years on active duty (if active needs so dictate) and three years in the reserves. The ROTC non-scholarship student may also choose to satisfy this obligation by entering active duty only to attend a basic branch school (usually 3-6 months) and spend the remainder of the six years in the reserves. ROTC scholarship students have a four year active duty obligation followed by two years in a reserve status.

Delays in reporting to active duty may be granted to students if they desire to obtain an advanced degree. A student's call to active duty may be delayed for a period not to exceed four years. To qualify for such delay, he or she must be enrolled in a full-time program of instruction leading to an advanced degree and must maintain the required academic standing of the institution in which enrolled. No additional service obligation is incurred by this delay for graduate school.

COMMISSIONING IN THE UNITED STATES ARMY RESERVE AND REGULAR ARMY

Students who complete the Advanced Program are eligible for appointment and commission by the President of the United States as officers in the United States Army Reserve. Reserve commissions are tendered in all branches of the Army, except the Medical, Dental, Veterinary, Judge Advocate, and Chaplain Corps. The branch in which a student is commissioned is determined by his or her preference, leadership potential, academic background, recommendations of the faculty and staff, and needs of the service. A newly commissioned officer will normally attend branch

school shortly after graduation unless granted delayed entry in order to pursue a graduate degree.

A student who receives a baccalaureate degree and has been designated a "Distinguished Military Graduate" by the President of the University and the Professor of Military Science may, upon application and approval of the Department of the Army, be commissioned directly in the Regular Army.

LEADERSHIP LABORATORY

Leadership laboratory periods are required for all sophomore, junior and senior ROTC cadets enrolled in Military Science core courses. Participation and performance during lab periods is reflected in the student's course grade. Labs are designed to both supplement and reinforce classroom instruction with emphasis on active student participation. Labs are normally conducted on Wednesday mornings with one weekend field trip each quarter. Leadership laboratory periods are interesting and challenging and include activities such as rappelling, terrain navigation, patrolling, cross country skiing, river rafting, marksmanship, drill and ceremonies, and tactical field training exercises.

Basic Core Courses

13. FUNDAMENTALS OF LEADERSHIP AND MANAGEMENT I, II, III

Four units. The course covers three quarters, granting one, two, and one units of credit, respectively. One class hour and one leadership laboratory period per week during the first and third quarters and two class hours and one leadership laboratory period per week during the second quarter. First quarter is an introduction to ROTC with emphasis on the historical growth, development, and organization of the Army. Second quarter teaches topographic map reading and aerial photo interpretation; third quarter concentrates on military symbols and communications. Development of leadership and management abilities is stressed through lectures, discussion and exercises. Freshman attendance at leadership laboratory is encouraged, but not mandatory.

23. APPLIED LEADERSHIP AND MANAGEMENT I, II, III

Four units. The course covers three quarters, granting two, one, and one units of credit, respectively. Two class hours and one leadership laboratory period per week during the first quarter and one class hour and one leadership laboratory period per week during the second and third quarters. First quarter is American Military History; second quarter covers weapons systems and third quarter is military teaching methods. American Military History surveys American military institutions, policies, experience, and traditions in peace and war from Colonial times to the present. Emphasis is on the relationship between the military and other aspects of American society and the role of the military in the establishment, expansion, preservation, and development of the nation. Continuing development of leadership and managerial abilities with special emphasis on students' ability to express themselves clearly and accurately.

NOTE: Theatre Arts 1, "Fundamentals of Speech," may be substituted for the course on military teaching methods.

Advanced Core Courses

133. ADVANCED LEADERSHIP AND MANAGEMENT I, II, III

Five units. The course covers three quarters, granting two, one, and two units of credit, respectively. Two class hours and one leadership laboratory period per week during the first and third quarters and one class hour and one leadership laboratory each week during the second quarter. Fall Quarter focuses on case studies in leadership and management, with a detailed examination of delegation of authority and responsibility, span of control, planning, coordinating, and decision-making. Second and third quarters cover branches of the Army and small unit tactics with emphasis on continued development of the student's ability to express himself or herself, analysis of military problems, evaluations of situations, and preparation and delivery of logical solutions. Continual development of individual abilities through practical exercises. Prerequisites are Military Science 13 and 23 or alternative satisfaction of Basic Course requirements.

NOTE: Business (Management) 160 "Organization and Management" or 168 "Management of Human Resources" may be substituted for first quarter course on Leadership and Management. (Leadership lab still required.)

139. PRACTICUM IN LEADERSHIP AND MANAGEMENT

Five units. Six weeks of full-time, intensive training in leadership and management. Training is conducted during the summer at Fort Lewis, Washington. The student's ability to lead his or her unit and plan and conduct military operations is thoroughly evaluated. The student is provided the opportunity to apply the theories and principles learned in the classroom to actual situations. Attendance is normally between the junior and senior years. The student receives a PASS/FAIL grade. Prerequisite: Military Science 133.

143. SEMINAR IN LEADERSHIP AND MANAGEMENT I, II, III

Five units. The course covers three quarters and grants two, two, and one units of credit, respectively. Two class hours and one leadership laboratory per week during the first two quarters and one class hour and one leadership laboratory period during the third quarter. Analysis of selected leadership and management problems involved in unit administration, military justice, and the Army Readiness Program. Study of military operations and various military teams with practical experience in organizing, planning, and conducting training programs for subordinates. Selected classes in preparation for commissioning and active duty. Prerequisite: Military Science 133.

Elective Course

90. SELECTED STUDIES IN PUBLIC POLICY

Four units. Class usually conducted only once a year in the winter quarter. Study of contemporary world issues and their impact on the world political scene. Emphasis is placed on the use of guest lecturers, case studies, and simulation techniques. Course is team taught by the political science and military science departments. This course fulfills an elective requirement of the Military Science Department which may be satisfied by an appropriate international relations course with the prior approval of the Professor of Military Science.

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